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ABSTRACT

The focus of this supplement is the preparation of specialized educational personnel in the following areas--educational audiologist, principal, reading specialist, school business official, school counselor, school psychologist, speech language pathologist, superintendent, and supervisor of instruction. Program objectives are outlined and are designed to serve as the basis of on-site evaluations during the program approval process. (JD)

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STATE STANDARDS

INSTITUTIONAL SELF-STUDY

ON-SITE REVIEW

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Standards For The Approval Of Teacher Education Programs In West Virginia

SUPPLEMENT: Educational Personnel Preparation Programs

SP015468

Standards For The Approval Of Teacher Education Programs In West Virginia

SUPPLEMENT: Educational Personnel Preparation Programs

West Virginia Department of Education
Daniel B. Taylor
State Superintendent of Schools
Reprinted January, 1979

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FOREWORD

The focus of the Supplement to the Standards for the Approval of Teacher Education Programs in West Virginia is the preparation of specialized educational personnel for those roles which enable the schools to better fulfill the approved Educational Goals for West Virginia (1975). Following the precedent established during the development of the initial volume and subsequent editions of the Standards for the Approval of Teacher Education Programs in West Virginia, the West Virginia Department of Education with the assistance of the Profession has developed program objectives for the following areas: Educational Audiologist, Principal, Reading Specialist, School Business Official, School Counselor, School Psychologist, Speech Language Pathologist, Superintendent, and Supervisor of Instruction. These program objectives will provide direction and support for the development and evaluation of graduate level preparation programs. Additionally, they will assist in clarifying the roles of institutions of higher education, public schools, professional organizations and others who aid in the preparation of educational personnel so that the strengths of each might be utilized fully.

This supplement is a composite of standards which have been previously approved by the West Virginia Board of Education. These program objectives will serve as the basis of on-site evaluations during the program approval process. When the current series of on-site evaluations is completed at institutions of higher education, a review of these standards and the procedures for program approval will be conducted by the West Virginia Department of Education in conjunction with the West Virginia Advisory Council on Professional Development of Educational Personnel to maintain a contemporary set of standards for preparing educational personnel for West Virginia.

Daniel B. Taylor
State Superintendent of Schools

PHILOSOPHY AND PROGRAM APPROVAL

PROCEDURES

Philosophy

The basic purpose of program objectives approved by the West Virginia Board of Education is to insure the competence of professional school personnel. In addition to program objectives, the sections for each specific program area include the respective certification patterns and regulations since there are often specific experiences prerequisite to certification. Both support contemporary approaches to the preparation of educational personnel including:

(1) the approved program approach concept;
(2) a focus on competencies needed by educational personnel rather than on a single program structured by courses and credit hours;
(3) an individualized and personalized preparation approach;
(4) opportunities for experimental and innovative programs;
(5) a field-centered emphasis;
(6) broadening the base of responsibility for the preparation of educational personnel by providing for a more extensive relationship between and among colleges and universities, public schools, the West Virginia Department of Education and professional associations.

The primary thrust of the program objectives is to provide a basis for identifying the specified competencies needed by educational personnel. This assumes that the competencies to be demonstrated are derived from the program objectives and from descriptions of specific roles in the public school system. It is further assumed that all prospective educators are not forced to fit a single pattern of courses or experience modules, but that provision is made for personalized programs of study that recognize individual needs.

Steps in Curriculum Development

Program objectives approved by the West Virginia Board of Education are the bases for the initial planning of any education curriculum to be offered. The steps in curriculum development are specified in the Standards for the Approval of Teacher Education Programs in West Virginia (1976). The responsibility for curriculum development rests with the institution of higher education. The curriculum development effort should involve a variety of personnel from such groups as the public schools, the profession, the student body and the community. Staff from the Division of Professional Development Systems will assist institutions in the curriculum development process by providing consultants and technical assistance. In order to provide continuing assistance throughout the development process, the Division of Professional Development Systems should be kept informed of the institution's progress.

Institutions desiring to submit proposals for programs for the preparation of educational personnel must adhere to the "Steps in Curriculum Development" identified. New program proposals shall be structured by the outline presented in the Curriculum Analysis Format. Proposals, new and modified, must be received by the Division of Professional Development Systems:

Not Later Than	For Initiation the Following
December 1	Summer Session
February 1	Fall Semester
July 1	Spring Semester

The development of programs to be offered by a number of institutions on a consortium basis must adhere to the "Steps in Curriculum Development" cited earlier. Before submitting new programs to be offered on a consortium basis, institutions should review Program Objectives 2.5, 3.5, 3.6, 3.7, and 3.8 of "Standards for the Approval of Institutions of Teacher Education." Institutions should also consult the format for approval of consortium programs described in the Model for Teacher Education Consortia (1977).

When making modifications in programs currently approved by the West Virginia Board of Education, institutions shall adhere to the adopted time table. If the program modification is major in proportion, the institution shall complete a new Curriculum Analysis Format as the basis for assessing the proposed change.

All new programs must have the approval of the West Virginia Board of Education before being initiated. Modifications of all programs must have the approval of the Division of Professional Development Systems.

When an institution desires to discontinue the offering of a program, the Division of Professional Development Systems shall be properly notified by a responsible administrator of the institution.

On-Site Program Review and Approval

Maintenance of the approved program status requires each institution to restudy and reevaluate its own programs, and arrange, through the Superintendent of Schools, for an on-site review by a Visiting Team at regular five-year intervals. The on-site review shall occur during the last year of the current approval period and may be coordinated with the campus visit by a team representing the National Council for the Accreditation of Teacher Education (NCATE).

Self-Study. In preparing for the on-site review by a Visiting Team representing the West Virginia Board of Education, each institution shall complete a self-study of its program. The basic purpose of the self-study is to cause the staff to assess on a regular basis the extent to which the program goals and objectives are being accomplished. The self-study also serves as a resource curriculum guide for new faculty and as an advising instrument for students.

The initial phase of the self-study shall be guided by the Institutional Analysis Format designed by the Division of Professional Development Systems. This phase of the self-study shall examine institutional standards which are operationalized in the form of "process-oriented" program objectives.

The next phase of the self-study should be guided by the Curriculum Analysis Format designed by the Division of Professional Development Systems. This format shall be completed for each specialization offered. This phase of the self-study should be completed at the department or division level.

Completion of these phases using the appropriate formats will generate a set of self-study materials consisting of an Institutional Analysis Report and a Curriculum Analysis Report for each specialization offered. These documents should communicate consistency across reports and within reports in terms of eight standards as shown in Figure 1 and described in the institutional standards on pages 8-15 in the Standards for the Approval of Teacher Education Programs in West Virginia.

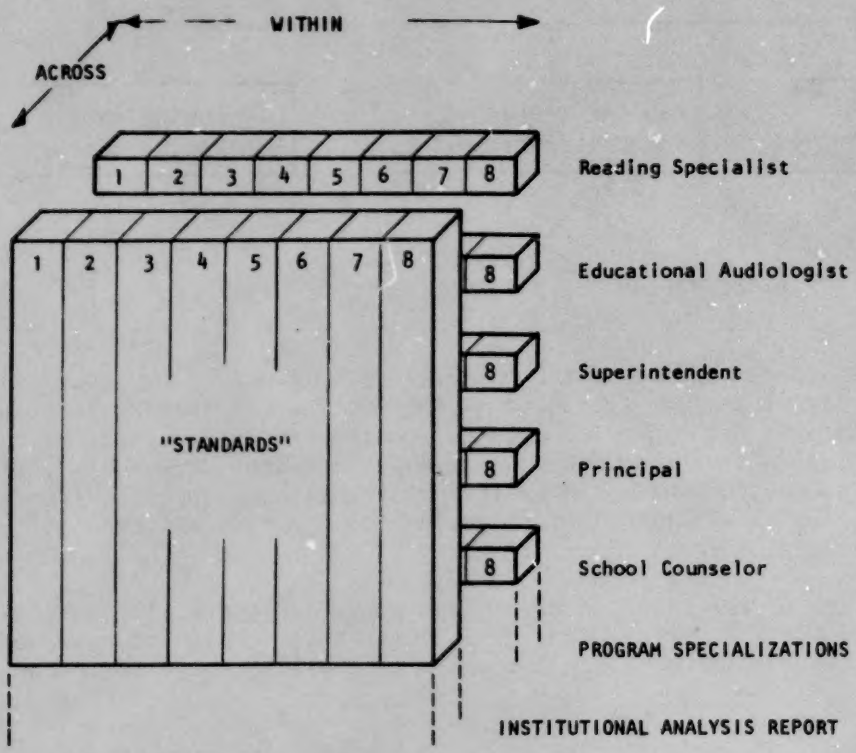

Figure 1

RELATIONSHIPS OF SELF-STUDY MATERIALS

The self-study materials should be sent to the Division of Professional Development Systems at least thirty days before the scheduled on-site review.

Training, selection and Function of the Visiting Team. The Visiting Team shall be comprised of the Visiting Committee, program specialists, and consultants as illustrated in Figure 2. The Visiting Team shall consist of individuals who have completed training designed to assist them in making objective and informed evaluations of programs which they are assigned to review. The Division of Professional Development Systems shall conduct the training sessions for members of the Visiting Team.

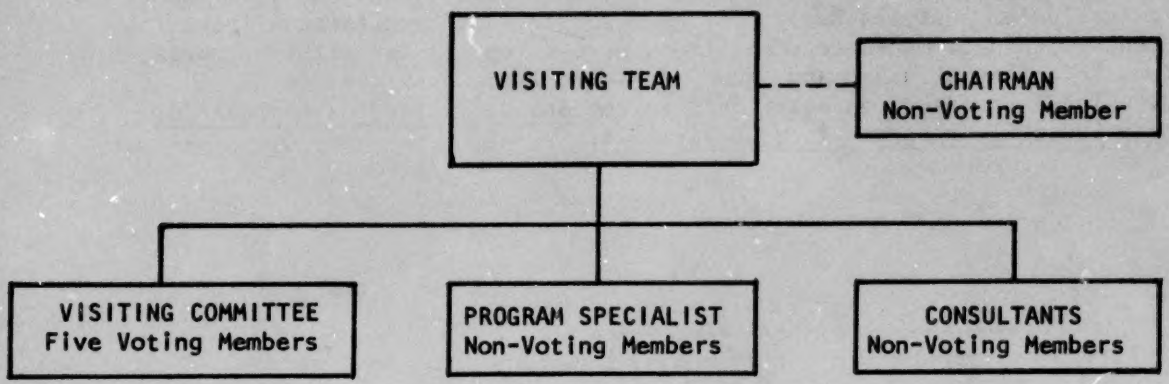

Figure 2

STRUCTURE OF THE VISITING TEAM

The State Superintendent of Schools shall submit a list of prospective Visiting Team members to the President of the institution seeking institutional and program approval and request comments from the President about their acceptability as members of the team. The State Superintendent of Schools shall give consideration to any comments made by the President, then appoint, from the list of names submitted, a Visiting Team to review the programs at the institution seeking program approval.

The Director of the Division of Professional Development Systems, with the approval of the State Superintendent of Schools, shall designate a person to serve as Chairman of the Visiting Team. The Chairman shall not have voting privileges.

Visiting Team members shall be designated as voting and non-voting members. The voting members, hereafter referred to as the Visiting Committee, shall be five in number. At least one member of the Visiting Committee shall be selected from each of the following groups: West Virginia Department of Education (outside the Division of Professional Development Systems), two from the public schools and two from institutions of higher education. The West Virginia Department of Education shall be restricted to one voting member on the Visiting Committee. The Visiting Team Chairman shall also act as the Chairman of the Visiting Committee.

The non-voting Visiting Team members, program specialists and consultants, shall assist with the on-site review of the programs and offer their recommendations relating to program approval to the Visiting Committee which has final responsibility for decisions on recommendations for approval.

During the on-site review, the Visiting Team will perform two major functions:

(1) Verify the accuracy of data reported in the self-study and its compliance with the standards herein.

(2) Assess the curricula in operation by identifying strengths and weaknesses.

The work of the Visiting Team will be characterized by evidence gathering techniques such as interviews with students, faculty, administrators, and support personnel; review of student records; visits to public schools and surveys of facilities are among numerous other possibilities.

On the last day of the on-site review the Chairman of the Visiting Team, along with selected members of the Visiting Committee, shall conduct an exit interview with the college administrators to summarize the findings and recommendations of the Visiting Committee. The Chairman of the Visiting Team shall prepare a draft copy of the Report of the Visiting Committee to be submitted to the President of the institution. The Chairman of the Visiting Team and the Director of the Division of Professional Development Systems or his representative, will represent the Visiting Committee and return to the institution to review the Report of the Visiting Committee with the administrative personnel at the institution to determine any inaccuracies in the Report.

The President of the institution may appeal the recommendations and findings of the Visiting Committee prior to the Report of the Visiting Committee being submitted to the West Virginia Board of Education. Such an appeal must be in writing and must be filed with the State Superintendent of Schools within two weeks following the review of the Report of the Visiting Committee by the Division of Professional Development Systems with the college administrators. If no appeal is filed, the State Superintendent of Schools shall submit the Report of the Visiting Committee to the West Virginia Board of Education for action.

Recommendations for Program Approval. The Visiting Committee may recommend one of the following three options in relation to the programs submitted for review: 1) full approval, 2) provisional approval, or 3) nonapproval. The recommendation for full approval is for a period not to exceed five years. This option shall be recommended by the Visiting Committee when the program is judged to fully comply with the standards approved by the West Virginia Board of Education.

The Visiting Committee may recommend provisional approval for a period not to exceed three years when all standards have not been fully met but evidence indicates that the deficiencies cited do not seriously jeopardize the operation of the program and the deficiencies can be corrected by the institution within a reasonable period of time. Specific instances of noncompliance with the standards shall be noted as conditions and a time for their removal shall be indicated by the Visiting Committee which shall take into consideration the amount of time needed by the institution to remove the specified condition, but in no case shall the period exceed three years.

The Visiting Committee shall recommend nonapproval when the program's failure to meet the standards is of such scope and/or magnitude that the operation of the program is seriously jeopardized.

Removal of Provisional Approval. It shall be the responsibility of the institution, working with staff from the Division of Professional Development Systems, to begin preparations immediately following an on-site review for meeting the conditions established for removing programs from provisional status. The removal of conditions will generally require major curriculum or staffing decisions by responsible officials of the institution. When an institution has made provision for meeting conditions, a modified Curriculum Analysis Format which shows a response to all conditions should be submitted to the Division of Professional Development Systems along with a written request for a follow-up visit for the program or curriculum concerned.

The follow-up on-site review will be coordinated by a person appointed by the Director of the Division of Professional Development Systems. The persons serving as evaluators in a program review capacity shall serve in the role of the Visiting Committee in all decisions relating to program approval. The coordinator of the visit shall not have voting privileges. The coordinator of the on-site review will prepare a factual report of the findings of the Visiting Committee along with its recommendations for program approval and forward the report to the State Superintendent of Schools for transmittal to the West Virginia Board of Education for action.

Joint Visits. The campus visit for the purpose of State approval may be coordinated with the review of an accrediting team representing the National Council for Accreditation of Teacher Education (NCATE). The dates of the on-site review to assess programs on State Standards may immediately precede, coincide with, or immediately follow the dates of the campus visit of the NCATE Team. This decision shall be made jointly by the President of the institution involved and the State Superintendent of Schools.

STANDARDS FOR THE APPROVAL OF PROGRAMS

EDUCATIONAL AUDIOLOGIST

Introduction

The educational audiologist will provide diagnostic and habilitative/rehabilitative services to hearing-impaired children of pre-school and school age. The services of this specialist may be provided through various program models (e.g., diagnostic/educational team, itinerant, consultative, resource) and are directed toward improving the communicative skills of hearing-impaired children in order that these children may benefit maximally from academic instruction in the appropriate setting.

A hearing-impaired child is one whose audiological and associated language and/or speech status is such that he cannot function optimally in an academic or social setting without provision for language and hearing habilitative/rehabilitative services.

Program Objectives - Educational Audiologist

The educational audiologist program shall provide training and experiences which will enable the educational audiologist to:

1.0 Understand the principles of human growth and development and the processes of human communication.

- 1.1 Understand the physical, intellectual, emotional and social growth and development of children.
- 1.2 Demonstrate a knowledge of the basic sciences underlying communication theories and principles.
- 1.3 Relate linguistic and psychological principles to language acquisition and behavior.
- 1.4 Describe the anatomical and physiological bases of speech production in its relationship to language.
- 1.5 Relate knowledge of the hearing mechanism and auditory behavior to language and speech development.
- 1.6 Identify the characteristics of children with disorders of language, speech and hearing.
- 1.7 Demonstrate a knowledge of the causes for communication disorders.

2.0 Design and conduct programs to identify children needing treatment for disoreders of language and speech problems secondary to hearing impairments.

2.1 Identify, describe and interpret language, speech and hearing services to school personnel and interested individuals and agencies.

2.2 Assess and arrange suitable working conditions, supplies and equipment required for the language, and hearing services.

2.3 Demonstrate an ability to use appropriate screening procedures to survey school populations for children with potential communication disorders.

2.31 Select appropriate screening materials and equipment.

2.32 Determine adequate environments for screening procedures.

2.33 Organize, in cooperation with school personnel, an efficient plan for implementation of screening procedures.

2.34 Record and evaluate results of screening and communicate results to appropriate personnel.

2.4 Identify the appropriate school and community resources to which children with communication disorders can be referred for supplementary diagnosis and treatment.

2.41 Recognize the conditions requiring referrals to other school and community personnel or agencies.

2.42 Utilize available school and community resources, programs, personnel and facilities which have education-instructional, therapeautic, evaluative, consultative, and medial orientation.

2.5 Demonstrate knowledge and understanding of the administration and interpretation of diagnositc tests for development articulation disorders.

2.51 Administer, score and interpret a variety of basic and specialized diagnostic tests.

2.52 Conduct conferences to interpret test results with parents, teachers and guidance personnel.

2.53 Construct reports concerning diagnostic findings and recommendations.

2.54 Utilize diagnostic results as a basis for determining therapeautic programs.

3.0 Demonstrate a knowledge of the research process and its use in the study of communication disorders.

3.1 Demonstrate a knowledge of research literature relevant to language and hearing disorders.

3.2 Relate research results to specific language and hearing impairments.

3.3 Conduct research projects directed toward improving the services provided to this handicapped population.

4.0 Develop, conduct and direct programs designed to identify and remediate problems of hearing and associated language disorders.

4.1 Serve as a resource person for interpreting results of screening programs.

4.2 Conduct programs of therapy for the language and hearing-impaired in cooperation with the language and speech specialist.

5.0 Demonstrate a knowledge and understanding of the administration and interpretation of diagnositc tests for language and hearing disorders.

5.1 Administer, score and interpret tests specially designed to assess language abilities of the hearing-impaired.

5.2 Administer and interpret audiological tests including: pure tone air and bone thresholds with appropriate masking, speech reception and speech discrimination tests, tone decay, SISI (Short Increment Sensitivity Index), ABLB (Alternate Binaural Loudness Balance), Bekesy, acoustic impedance battery and non-organic battery.

5.3 Act as a consultant to other professionals and parents.

6.0 Conduct referrals to other appropriate specialists based upon test results.

7.0 Demonstrate a knowledge of therapeautic principles applicable to disorders of language and hearing.

7.1 Identify procedures which are particularly applicable for developing and expanding use of language symbols, word meanings and grammatical constructs in children with hearing impairments.

7.2 Select procedures of auditory training and speech reading for facilitating improved communication of hearing-impaired children.

7.3 Construct procedures for correcting or improving voice production and control in hearing-impaired children.

7.4 Demonstrate a knowledge of physiological and anatomical correlates of hearing impairment.

7.5 Demonstrate a knowledge of linguistic correlates of hearing impairment.

7.6 Demonstrates a knowledge of otological correlates of hearing impairment.

7.7 Develop and conduct procedures for remediation of auditory perceptive disorders.

7.8 Implement procedures in the testing and selection of personal and group amplification systems.

7.9 Implement procedures in adapting personal and group amplification systems for classroom use.

8.0 Demonstrate, under appropriate supervision, an ability to function successfully in an approved clinical setting. The Educational Audiologist trainee shall complete a minimum of 300 clock hours of supervised clinical experiences with individuals of varying ages in appropriate clinical and public school settings. The minimum hours should be distributed in the following manner: 50 hours in the identification and evaluation of hearing impairments; 50 hours in management of communication disorders associated with hearing impairment; 35 hours in evaluation and management of communication disorders not associated with hearing impairment. At least 150 hours shall be completed at the graduate level.

EDUCATIONAL AUDIOLOGIST SEMESTER HOURS 78[1]

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[1] A student may not count more than six (6) semester hours of clinical practicum experience in meeting the minimum requirement for certification.

PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR EDUCATIONAL AUDIOLOGIST[1]

A Professional Service Certificate (K-12) endorsed for educational audiologist may be issued provisionally for a three (3) year period provided:

The Applicant:

(1) Has completed the requirements for a masters degree in an approved program for educational audiology.

(2) Has completed an approved graduate program of at least seventy-eight (78) semester hours for educational audiologist which included program objectives 1-8.

The Institution:

(1) Certifies that the applicant has satisfactorily completed its approved educational audiology program of at least seventy-eight (78) semester hours including a masters degree in educational audiology.

(2) Recommends the issuance of a Professional Service Certificate issued provisionally and endorsed for educational audiologist.

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[1]The Professional Service Certificate may not be used as the basis for any administrative certificate.

RENEWAL OF THE PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR EDUCATIONAL AUDIOLOGIST

A Professional Service Certificate (K-12), issued provisionally and endorsed for educational audiologist, may be renewed for three (3) years provided:

The Applicant:

Has completed, with a "C" average, six (6) semester hours of credit required for the permanent certificate and which conform with his Continuing Education Program Agreement. The renewal credits must have been taken subsequent to the issuance of the license to be renewed and the credits must not be more than five (5) years old.

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the applicant's Continuing Education Program Agreement.

The West Virginia Superintendent:

With whom the applicant for renewal signed his Continuing Education Program Agreement, or by whom he is employed, or of the county in which he resides recommends the renewal of the Professional Service Certificate issued provisionally.

PROFESSIONAL SERVICE CERTIFICATE VALID FOR FIVE YEARS ENDORSED FOR EDUCATIONAL AUDIOLOGIST

A Professional Service Certificate (K-12) endorsed for educational audiologist may be granted for a five year period provided:

The Applicant:

(1) Holds a Professional Service Certificate endorsed for educational audiologist and valid for three (3) years.

(2) Has completed six (6) semester hours of credit with a C average which conform with his Continuing Education Program Agreement. The renewal credits must have been taken subsequent to the issuance of the certificate being converted and the credits must not be more than five (5) years old.

(3) Has completed, subsequent to the issuance of the initial Professional Service Certificate, three (3) years of successful experience as an educational audiologist.

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the Continuing Education Program Agreement.

The West Virginia Superintendent:

(1) Certifies that the applicant has completed three (3) years of successful experience as an educational audiologist.

(2) Recommends that the certificate be converted to the Professional Service Certificate valid for five (5) years.

PERMANENT PROFESSIONAL SERVICE CERTIFICATE ENDORSED FOR EDUCATIONAL AUDIOLOGIST

A Professional Service Certificate (K-12) endorsed for educational audiologist may be issued as a permanent certificate provided:

The Applicant:

(1) Holds a Professional Service Certificate issued for five (5) years and endorsed for educational audiologist.

(2) Has completed five (5) years of successful experience as an educational audiologist.

The West Virginia Superintendent:

(1) Certifies the applicant's five (5) years of successful experience as an educational audiologist.

(2) Recommends the issuance of a permanent Professional Service Certificate endorsed for educational audiologist.

PRINCIPAL

Introduction

The role of the principal is to facilitate the efficient and effective operation of a comprehensive program of instruction. This role is fulfilled through defining and practicing techniques of planning, organizing, coordinating, implementing and evaluating the following areas of school administration: organizational relationships, school community relationships, instruction, management and extra-curricular activities. As the designated agent of the local board of education, the principal's major area of responsibility is the supervision of all the physical plants and the activities involving pupils, teachers and other school personnel.

COMMON PROGRAM OBJECTIVES - PRINCIPAL

The school principal education program shall provide training and experiences which will enable the principal to:

1.0 Interpret, maintain and enhance the organizational relationships within and between the various elements of the school organization, including boards of education, central office administration, building principals, staff personnel and students.

- 1.1 Exhibit a humane relationship to peers, students and staff personnel in the school system.
- 1.2 Delineate personnel roles and provide for solutions to inter-personal staff conflicts.
- 1.3 Develop personnel and student policies as a framework for operation.
- 1.4 Understand student and staff needs and develop ways to meet those needs.
- 1.5 Exhibit skills in sensing the feelings and aspirations of individuals in groups.
- 1.6 Involve staff and students in assisting in decision-making related to the development of school policy.
- 1.7 Function effectively as a member of the administrative team during a collective bargaining process, including the resolution of grievances.

2.0 Design, implement and evaluate a comprehensive and continuous school community relations program.

- 2.1 Provide and utilize channels of two-way communication between the school and the community.
- 2.2 Identify and work effectively with members of the community that affect the schools.
- 2.3 Use oral and written communication to interpret the goals, problems and progress of the school.
- 2.4 Provide meaningful citizen involvement in the school program and decision-making process.
- 2.5 Work effectively with the various cultures within the school community.
- 2.6 Explore the possibilities of developing programs which utilize community resources.

3.0 Identify instructional program needs and allocate resources for maintaining effective programs.

- 3.1 Define and practice the process and procedures of effective curriculum development.
- 3.2 Relate curriculum to problems and needs of students.
- 3.3 Interpret current innovative methods of instruction and motivate staff to apply those methods where appropriate.
- 3.4 Provide consultation services for the solution of instructional problems.
- 3.5 Organize, conduct and analyze research activities for solution of instructional problems.
- 3.6 Conduct program evaluation and follow-up procedures necessary for improvement of instruction.
- 3.7 Design and implement a process of orientation for new staff.
- 3.8 Develop inservice programs which allow for diversified follow-up activities.

4.0 Utilize the conceptual and technical skills of educational administration in the management of the school.

4.1 Understand and apply philosophy and theory of educational administration to the solution of practical problems.

4.2 Apply planning, organization, implementation, coordination and evaluation skills to achieve organizational goals and objectives.

4.3 Demonstrate systematic problem-solving and decision-making skills.

4.4 Organize and direct the business aspect of individual school operations in an ethical manner.

4.4.1 Apply appropriate procedures for expenditure control.

4.4.2 Apply an effective financial record-keeping system.

4.4.3 Relate program costs to educational outcomes.

4.5 Demonstrate competence in the effective utilization and maintenance of the school plant.

4.6 Influence the policies and practices of the school through application of a knowledge of school law, state and federal regulations and court decisions.

4.7 Develop appropriate skills necessary for the selection, supervision and evaluation of staff personnel.

4.8 Recommend for employment, assignment, promotion, transfer and separation of staff personnel.

5.0 Organize and administer appropriate extra-curricular activities that will provide worthwhile social and educational experiences for students.

PRINCIPAL SEMESTER HOURS 21

SPECIALIZED PROGRAM OBJECTIVES - PRINCIPAL[1]

The school principal education program shall provide training and experiences which will enable the principal to:

6.0 Develop and apply management and administrative techniques.

7.0 Develop and apply assessment, research and evaluation skills related to administrative responsibilities.

8.0 Demonstrate an understanding of human growth and development by applying those principles to program administration and curriculum development.

9.0 Demonstrate competence in program objectives 1 through 8 in a field-based experience, covering two semesters, during the period the principal is employed as a principal or an assistant principal.[2]

PRINCIPAL SEMESTER HOURS 30

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[1]The curricula for principals shall be designed to prepare personnel for specific organizational patterns such as the elementary and secondary school. Standards 3.0, 8.0 and 9.0 shall be implemented at the appropriate organizational level.

[2]Involves six (6) hours to meet program requirement.

PROFESSIONAL ADMINISTRATIVE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR ELEMENTARY PRINCIPAL

A Professional Administrative Certificate endorsed for elementary school principal (K-8) may be issued provisionally for a three (3) year period provided:

The Applicant:

(1) Holds a Professional Teaching Certificate endorsed for grades 1-6, 1-8 or N-3.

(2) Has completed three years of successful classroom teaching experience in grades 1-6, 1-8 or N-3.

(3) Has completed the requirements for a masters degree relevent to the improvement of instruction from an institution of higher education accredited to grant the degree.

(4) Has completed an approved elementary principal graduate program of twenty-one (21) semester hours which included program objectives 1-5.

The Institution:

(1) Certifies that the applicant has satisfactorily completed its approved program for elementary principal or is enrolled in such a program and has completed the minimum requirements stated in item (4) above.

(2) Recommends the issuance of a Professional Administrative Certificate issued provisionally and endorsed for elementary principal.

RENEWAL OF THE PROFESSIONAL ADMINISTRATIVE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR ELEMENTARY PRINCIPAL

A Professional Administrative Certificate (K-8), issued provisionally and endorsed for elementary principal, may be renewed for three (3) years provided:

The Applicant:

Has completed, with a C average, six (6) semester hours of credit required for the permanent certificate and which conform with his Continuing Education Program Agreement. The renewal credits must have been taken subsequent to the issuance of the license to be renewed and the credits must not be more than five (5) years old.[1]

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the applicant's Continuing Education Program Agreement.

The West Virginia Superintendent:

With whom the applicant for renewal signed his Continuing Education Program Agreement, or by whom he is employed, or of the county in which he resides recommends the renewal of the Professional Administrative Certificate issued provisionally.

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[1] A person who holds an MA + 30 Salary Classification or doctors degree and has completed all academic requirements for the permanent Professional Administrative Certificate, endorsed for serving as an elementary principal need not complete additional college credit.

PERMANENT PROFESSIONAL ADMINISTRATIVE CERTIFICATE ENDORSED FOR ELEMENTARY PRINCIPAL

A Professional Administrative Certificate (K-8) endorsed for elementary principal may be issued as a permanent certificate provided:

The Applicant:

(1) Holds a permanent Professional Teaching Certificate endorsed for Elementary Education 1-6, 1-8 or Early Childhood Education N-3

(2) Holds a Salary Classification at the MA + 15 level.

(3) Has completed three (3) years of successful experience as a principal or assistant principal of an elementary school.

(4) Has completed an approved elementary principal graduate program of thirty (30) semester hours which included program objectives 1-9.

The Institution:

(1) Certifies that the applicant has completed its approved program for elementary principal.

(2) Recommends the issuance of a permanent Professional Administrative Certificate endorsed for elementary principal (K-8).

The West Virginia Superintendent:

(1) Certifies the applicant's three (3) years of successful experience as principal or assistant principal of an elementary school.

(2) Recommends the issuance of a permanent Professional Administrative Certificate endorsed for elementary principal (K-8).

PROFESSIONAL ADMINISTRATIVE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SECONDARY PRINCIPAL

A Professional Administrative Certificate endorsed for secondary school principal (7-12) may be issued provisionally for a three (3) year period provided:

The Applicant:

(1) Holds a Professional Teaching Certificate endorsed for grades 7-12 or K-12.

(2) Has completed three years of successful classroom teaching experience in grades 7-12.

(3) Has completed the requirements for a masters degree relevant to the improvement of instruction from an institution of higher education accredited to grant the degree.

(4) Has completed an approved secondary principal graduate program of twenty-one (21) semester hours which included program objectives 1-5.

The Institution:

(1) Certifies that the applicant has satisfactorily completed its approved program for secondary principal or is enrolled in such a program and has completed the minimum requirements stated in item (4) above.

(2) Recommends the issuance of a Professional Administrative Certificate issued provisionally and endorsed for secondary principal.

RENEWAL OF THE PROFESSIONAL ADMINISTRATIVE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SECONDARY PRINCIPAL

A Professional Administrative Certificate (7-12) issued provisionally and endorsed for secondary principal may be renewed for three (3) years provided:

The Applicant:

Has completed, with a C average, six (6) semester hours of credit required for the permanent certificate and which conform with his Continuing Education Program Agreement. The renewal credits must have been taken subsequent to the issuance of the license to be renewed and the credits must not be more than five (5) years old.[1]

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the applicant's Continuing Education Program Agreement.

The West Virginia Superintendent:

With whom the applicant for renewal signed his Continuing Education Program Agreement, or by whom he is employed, or of the county in which he resides recommends the renewal of the Professional Administrative Certificate issued provisionally.

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[1] A person who holds an MA + 30 salary classification or doctors degree and has completed all academic requirements for the permanent Professional Administrative Certificate, endorsed for serving as a secondary principal need not complete additional college credit.

PERMANENT PROFESSIONAL ADMINISTRATIVE CERTIFICATE ENDORSED FOR SECONDARY PRINCIPAL

A Professional Administrative Certificate (7-12) endorsed for secondary principal may be issued as a permanent certificate provided:

The Applicant:

(1) Holds a permanent Professional Teaching Certificate endorsed grades 7-12 or K-12.

(2) Holds a Salary Classification at the MA + 15 level.

(3) Has completed three (3) years of successful experience as a principal or assistant principal of a secondary school.

(4) Has completed an approved secondary principal graduate program of thirty (30) semester hours which included program objectives 1-9.

The Institution:

(1) Certifies that the applicant has completed its approved program for secondary principal.

(2) Recommends the issuance of a permanent Professional Administrative Certificate endorsed for secondary principal (7-12).

The West Virginia Superintendent:

(1) Certifies the applicant's three (3) years of successful experience as principal or assistant principal of a secondary school.

(2) Recommends the issuance of a permanent Professional Administrative Certificate endorsed for secondary principal (7-12).

READING SPECIALIST

Introduction

Reading achievement in West Virginia Schools is a common concern of administrators, supervisors, teachers, parents, pupils and the lay public. Since reading is basic for success in communication, there is a vital need for training teachers who possess the competencies for enhancing the total reading development of all individuals for whom programs are planned. A Reading Specialist training program emphasizes preparation in all areas of reading, and prepares teachers to meet the specific reading and instructional needs of pupils.

The reading specialist, as defined in this program of specialization, works with pupils, teachers, administrators and other professionals to develop and implement reading programs. The Reading Specialist, therefore, functions in a dual capacity; acting as both an instructional participant and as a resource person to other members of the professional staff for fostering the improvement of all reading programs--developmental, corrective and remedial.

Program Objectives - Reading Specialist

The reading specialist program shall provide training and experience which will enable the reading specialist to:

1.0 Recognize that learning to read is a developmental process and the mastery of each level is dependent upon the successful completion of the previous level.

- 1.1 Identify the basic reading skills and indicate how such skills may be nurtured in an individualized, independent learning environment.
- 1.2 Define and describe ways of building a student's listening, speaking, reading, and writing vocabularies.
- 1.3 Differentiate levels of comprehension and demonstrate ways of developing each of these levels.
- 1.4 Identify the place of rate in the reading process.
- 1.5 Name and describe the basic word attack skills and demonstrate techniques for developing each.

2.0 Assess methods and materials for teaching content area skills and demonstrate teaching techniques for enhancing pupil mastery of such skills.

2.1 Name and explain the basic study skills and demonstrate teaching techniques for enhancing pupil mastery of such skills.

2.2 Describe means by which students may develop critical and inferential reading skills.

2.3 Determine ways by which students may develop technical vocabularies.

3.0 Compare, contrast and determine specific uses for reading instructional materials and equipment.

3.1 Select instructional materials and equipment, group and individual plans appropriate for the instructional and interest levels of students.

3.2 Demonstrate the ability to construct instructional materials to develop specific reading skills.

3.3 Exhibit a knowledge of the implications of recent research as it applies to instructional materials.

4.0 Explain the need for and the value of individual assessment.

4.1 Defend the need for constant assessment.

4.2 Recognize the importance of perceptive teacher observation as a component of the assessment process.

4.3 Understand that reading disability may exist and students with reading disability possess identifiable characteristics.

5.0 Identify and select specific instructional materials for prescriptive teaching.

5.1 Identify the types of pertinent information necessary about a child in order to provide effective instruction.

5.2 List and describe many types of instructional materials and equipment available.

5.3 Recognize the implications of research as it relates to instructional materials.

6.0 Develop classroom management techniques and procedures for implementing a prescriptive reading program, such as grouping procedures, individualized instruction, learning packets and stations, and contracting.

7.0 Appraise methods and techniques for evaluating and reporting student progress, such as pupil self-evaluation, teacher evaluation, parent conferences, pupil-teacher conferences, teaching (formal and informal) and anecdotal records.

8.0 Appraise secondary reading techniques, materials and methods.

8.1 Assess the need for reading instruction and identify specific problems in the secondary schools.

8.2 Describe the close relationship between reading and learning in the content areas.

8.3 Identify the range of reading levels teachers can expect in a junior or senior high school classroom.

8.4 Determine the role and responsibility of reading teachers with regard to the reading program of secondary schools.

9.0 Review current trends and practices in secondary reading.

10.0 Establish the reading levels of content area materials for secondary text books by examining and utilizing readability formulas.

10.1 Compare readability formula as to criteria utilized and results obtained.

11.0 Specify the procedures and practices for determining instructional reading levels of secondary students.

12.0 Define and explain the content reading skills and assess self-proficiency in using the content skills while reading.

13.0 Identify the characteristics of the materials designed for teaching secondary students in the content areas: Social Sciences, Natural Sciences, English, Mathematics and Vocational subjects.

14.0 Recommend various ways to encourage recreational reading among secondary students.

14.1 Evaluate books written for adolescents.

14.2 Assess reading interests of adolescents.

14.3 Judge the value of "bibliotherapy" for secondary students.

14.4 Appraise the value of reading for utilitarian or creative projects.

15.0 Assess special programs (remedial, "slow learner", college bound) as needed for secondary school students.

15.1 Determine the needs for each special program.

15.2 Specify the criteria by which a secondary student would be considered a remedial reader or a "slow learner".

15.3 Identify the uses and limitations of intelligence tests in determining reading expectancy for individual students.

16.0 Specify procedures and practices that teachers in content areas may use to increase general and specific reading abilities within the context of their own course objectives.

16.1 Explain the relationship between reading and each subject area.

16.2 Develop teaching strategies which relate reading skill development to mastery of subject matter content.

17.0 Explain the theoretical, philosophical, historical, psychological, psycholinguistic, sociological and physiological factors which influence reading instruction and the process of learning to read.

17.1 Critique selected theoretical models of the reading process and specify classroom reading instructional practices implied by such models.

18.0 Specify philosophical and historical bases for shifts or emphasis in reading objectives, methods and materials that have evolved in the history of reading.

18.1 Assess current philosophies of the teaching of reading and determine their relationships.

19.0 Recognize and assess the research findings which have determined past and present reading instructional practices.

20.0 Evaluate contemporary learning theories and propose implications for the teaching of reading.

20.1 Summarize principles of learning and relate these to principles of the reading process and to learner.

20.2 Determine the relationship among psychological variables and reading achievement, as related to motivation, interest, intelligence, critical and creative thinking.

21.0 Compare and contrast the sociological factors which affect reading behavior, including cultural background, attitudes, value judgements and language patterns.

22.0 Analyze the physiological aspects of growth and development which influence the process of learning to read, for example: vision, hearing, speech, health and growth dimensions.

23.0 Recognize that reading disability may exist among school children of all ages and that children with reading disability possess characteristics which must be identified and remediated.

23.1 Define reading disability.

23.2 Identify children with reading disability.

23.3 Identify the various levels of reading disability (simple, limited, specific and complex).

24.0 Designate and delineate the causal factors of reading disability; mental, physical, social, emotional, environmental, educational, etc.

24.1 Specify the components of reading assessment.

24.2 Determine the bases for reading assessment.

24.3 State and explain the basic principles of assessment.

24.4 Explain the specific approaches to assessment.

25.0 Analyze the relationship between intellectual capacity and reading.

25.1 Select capacity tests, group and individual, appropriate for the various levels of reading.

25.2 Demonstrate the ability to interpret capacity test results.

26.0 Select and critique reading achievement (survey) tests.

26.1 Compare and contrast formal and informal achievement tests, group and individual, appropriate for the various levels of reading.

26.2 Construct informal achievement tests.

26.3 Interpret achievement test results.

27.0 Select and critique diagnostic instruments.

27.1 Compare and contrast diagnostic tests, group and individual, appropriate for various levels of reading.

27.2 Construct diagnostic tests.

27.3 Interpret diagnostic test results.

28.0 Identify and define such reading skills and abilities as visual perception, auditory perception, skills, vocabulary development, comprehension, study skills and reading in the content areas and rate.

29.0 Determine the components of a program for remediation.

29.1 Explain the basic principles of remedial reading instruction.

29.2 Select measurement instruments for diagnosing reading difficulties.

29.3 Compare, contrast and select instructional materials.

29.4 Appraise classroom management techniques as related to various school organizational patterns for reading instruction.

29.5 Recognize methods of evaluating student progress through such means as pupil-teacher conferences, anecdotal records, parent-teacher conference and completion of performance objectives.

30.0 Formulate organizational, administrative and supervisory goals for planning reading programs.

30.1 Develop and evaluate reading objectives for classroom, school and system-wide reading programs, K-12.

30.2 Develop criteria for assessing developmental, corrective and remedial reading programs, methods and materials.

30.3 Employ assessment criteria in evaluating developmental, corrective and remedial reading programs, methods and materials.

30.4 Recommend changes in and suggest implementation procedures for improving school reading designs.

31.0 Analyze vertical and horizontal school organizational plans, specifying characteristics, advantages and disadvantages of each plan of organization as related to reading instruction.

31.1 Evaluate the reading program and the organizational pattern in a selected school.

31.2 Prescribe strategies based upon the school evaluation for improving the overall reading program design in the selected school.

32.0 Determine professional roles and responsibilities for various reading personnel (reading teachers, specialists, consultants and supervisors) in relationship to the reading program responsibilities of administrative personnel (principals, central office administrators and school board officials).

33.0 Formulate criteria for determining the characteristics of effective inservice education.

33.1 Appraise the inservice design for reading for a selected school system.

33.2 Prepare a design for improving reading inservice education and/or meeting the instructional needs of teachers of reading.

33.3 Implement the prepared inservice design (within the graduate classroom) for reading and determining its effectiveness through the use of inservice evaluation procedures.

34.0 Develop a comprehensive organizational design for a reading program.

35.0 Specify the principles of measurement and evaluation as related to pupil progress.

35.1 Interpret basic statistical measures, such as central tendency, percentiles, variability and simple correlation.

35.2 Assess the standardization procedures of selected tests.

35.3 Explaining validity, reliability and standard error of measurement.

35.4 Critique the standardization characteristics of tests available in the fields of intelligence, special aptitudes, reading achievement, interests and attitudes.

35.5 Determine test selection procedures and administration techniques.

36.0 Formulate guidelines for constructing and evaluating the results of teacher-made tests.

37.0 Compare, contrast, and interpret both formal and informal tests scores and other diagnostic information.

38.0 Determine and appraise methods for communicating test results to pupils, parents, school personnel and others.

39.0 Recognize the psychological principles of learning and development as they relate to processes of classroom instruction.

39.1 Identify and delineate the theories of learning and/or personality including learning theories of Pavlov, Thorndike, Skinner, Guthrie, Mowrer, Hebb, Tolman, Watson, Gagne, Piaget, Sears and others and personality theories of Freud, Adler, Sheldon, Erickson, Maslow, Rogers, Cattell and others.

40.0 Recognize the relationship of early development of the child to learning and personality development.

40.1 Delineate normal stages in the prenatal, neonatal, infancy, early childhood and adolescent periods.

40.2 Explain developmental growth tasks which must be accomplished at each stage of growth.

40.3 Analyze the major hazards to development and growth at each stage, including the concept of a critical period.

40.4 Recognize the normal changes in personality and self-concept that occur at successive stages.

41.0 Determine the influence of environmental factors on growth and development of self-concept.

41.1 Identify home influences (parent-child relationships, sibling influences, extended family relationships, and other home/family conditions) which would affect typical growth.

41.2 List school influences of teacher and peer group.

41.3 List societal influences and cultural expectations.

42.0 Identify and analyze the role and aims of psychology of learning in contemporary education.

42.1 Delineate the basic principles which apply to the process of learning.

42.2 Describe the nature of individual differences that affects student performance.

43.0 Recognize and define all classifications of exceptionality.

43.1 Identify and define the historical, etiological, educational, psychological and vocational characteristics of all classifications.

43.2 Define and describe teaching methods and techniques that have educational implications for all classifications.

43.3 Analyze special problems of curriculum development for each classification.

43.4 Evaluate the relationship of specific learning disabilities to the teaching of reading.

44.0 Assess students' reading abilities and prescribe a program of reading instruction based on student performance.[1]

44.1 Select appropriate procedures to enable the identification of students reading competencies.

44.2 Administer formal and informal survey reading tests to all students within a given classroom and interpret the results to identify students' reading abilities.

44.3 Determine and utilize a variety of each type of highly analytical, formal and informal, diagnostic tests and procedures for identifying specific strengths and weaknesses.

44.4 Extrapolate from all school records information necessary for a more complete assessment of each student's reading performance.

44.5 Formulate a plan for referrals for auditory, visual and other possible physical, mental and/or psychological disabilities.

45.0 Analyze and synthesize information derived from assessment to determine the specific reading disabilities of identified students.

45.1 Determine the criteria for a comprehensive diagnostic report.

45.2 Complete a comprehensive diagnostic report for each of those students with identified reading deficiencies.

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[1]The Assessment and Prescription Practicum is a directed classroom experience in which the graduate student works directly with groups of students in assessing reading abilities and prescribing programs of reading instruction.

46.0 Critique a variety of materials which can be utilized for the remediation of varied reading deficiencies.

46.1 Specify a prescriptive program of remediation for those students with identified reading deficiencies.

46.2 Interpret to the classroom teacher the diagnostic analyses and prescriptive recommendations for each student.

46.3 Formulate a personal diagnostic reading evaluation, based on an analysis of the total practicum experience.

47.0 Employ diagnostic, prescriptive, and corrective reading procedures in alleviating the reading deficiencies of a given student.[2]

47.1 Formulate comprehensive procedures for initiating and implementing a complete clinical diagnosis, involving assessments of home background, school achievement, physical growth and development, psychological maturity, social adjustments and intellectual potential.

47.2 Administer diagnostic tests to a given student with suspected reading disabilities.

47.3 Determine prescriptions and remediation procedures, based on the diagnostic evaluations, for the given clinical student.

47.4 Conduct parental and teacher conference to specify the results of diagnostic assessments and to explain remediation procedures.

47.5 Interpret to the student the results of diagnostic evaluations and explain the proposed program of remediation.

47.6 Establish support with the student prior to and during the administration of the clinical program.

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[2]The Clinical Reading program component is a supervised laboratory experience in which the graduate student works directly with a given student with reading deficiencies.

48.0 Outline specific student behavioral objectives to be accomplished during clinical remediation.

48.1 Implement procedures for accomplishing specific behavioral objectives.

48.2 Evaluate continuously student progress in attaining the specific behavioral competencies.

48.3 Employ the use of systematic feedback techniques of student progress to students, parents, and classroom teachers.

49.0 Write a critique of all diagnostic, prescriptive, and remediation procedures, utilized in the clinical experience, incorporating recommendations to insure the student's continued progress.

50.0 Appraise the value of the clinical experiences as related to professional growth.

READING SPECIALIST, GRADES K-12 SEMESTER HOURS 30

PROFESSIONAL TEACHING CERTIFICATE ENDORSED FOR READING SPECIALIST

A Professional Teaching Certificate may be endorsed for reading specialist (K-12) provided:

The Applicant:

(1) Holds a valid Professional Teaching Certificate.

(2) Has completed the requirements for the masters degree relevant to the improvement of instruction from an institution of higher education accredited to grant the degree.

The Institution:

(1) Certifies that the applicant has completed its approved reading specialist program of not less than thirty (30) hours, twelve (12) of which must be in reading courses at the graduate level.

(2) Recommends that the applicant be granted the reading specialist endorsement.

SCHOOL BUSINESS OFFICIAL

Introduction

The school business official works under the direction of the county superintendent. His major function is to assist the superintendent and his staff of administrators and teachers in the utilization of resources in providing the educational experiences that the County Board of Education has deemed necessary.

Basic management functions of the school business official include planning, organizing, controlling, programming, coordinating, directing and evaluating.

Program Objectives

The preparation program shall provide training and experience which will enable the school business official to:

1.0 Assist administrators, teachers and citizens in translating their views of educational needs and the aspirations of the county into a composite financial plan.

- 1.1 Assess the effect of the educational program on the financial structure of the community and exercise sound judgment in maintaining a balanced effort.
- 1.2 Conduct long-term fiscal planning in terms of community resources and needs.
- 1.3 Exhibit an understanding of the financial bases of federal, state, local and private support.
- 1.4 Apply a systems analysis approach as a basis for making cost-effectiveness decisions in financial planning.

2.0 Establish and supervise the accounting system necessary to provide school officials with accurate financial data as the basis for formulating policies and decisions.

- 2.1 Provide proper safeguards for the custody of public funds.
- 2.2 Report financial data locally and statewide as required by law.

3.0 Apply sound principles of debt service and capital fund management in coordinating the financial plan of the local school district.

3.1 Exhibit a knowledge of options in fiscal management for the investment of surplus funds in a manner to yield maximum benefits.

3.2 Contribute to planning for long- and short-term financing, maturities and debt payments, and long-range capital programs.

3.3 Recommend to the county school administration the exercising of appropriate options related to operating levies and bond issues.

3.4 Maintain financial records to public and governmental agencies as required by law.

4.0 Implement purchasing procedures which are designed to utilize the educational dollar to gain the maximum in educational experiences.

4.1 Weigh educational implications associated with each purchasing decision.

4.2 Prepare suitable specifications and standards for each purchasing decision and utilize county and State guidelines in this preparation.

4.3 Implement sound practices of warehousing, storing, trucking, and inventory control.

5.0 Coordinate the planning of administrators, teachers and lay personnel in determining and planning for school facilities needs.

5.1 Work with architects in translating educational needs into building plans.

5.2 Work with attorneys and advisors to effect suitable financing for school building construction.

5.3 Prepare for advertising of bids for school construction.

5.4 Assist in acquiring school sites and managing school property after the educational standards have been determined.

6.0 Prepare materials and reports for distribution which contribute to the interpretation of the educational program to the community.

6.1 Provide the administration with data necessary to conduct a sound public relations program.

6.2 Interpret the business area of educational programming to the public and to the professional staff.

7.0 Recruit personnel for positions in the area of school business management.

7.1 Organize and operate at the local level an inservice program designed to improve the skills of school business management personnel.

7.2 Supervise clerical personnel in the business office.

8.0 Operate and maintain physical facilities in a manner which will assure maximum educational usefulness as well as a healthful, comfortable, safe environment.

9.0 Exhibit a knowledge of the legal implications in the operation and maintenance of the school bus fleet.

10.0 Assist in the operation of school food services by providing for economical and satisfactory facilities and efficient management in cooperation with staff members charged with the educational aspects of this service.

11.0 Utilize data processing to provide better and more complete accounting records.

11.1 Establish appropriate data banks, electronic files, and data processing procedures to provide management information.

11.2 Aid in forecasting curriculum needs in evaluating programs based on data available through data processing procedures.

12.0 Assist in obtaining educational funds from private foundations, from state education agencies or from federal government sources.

13.0 Plan and implement an insurance program which adequately covers possible financial losses.

14.0 Assist in planning and managing an effective staff personnel program.

14.1 Prepare such fiscal reports as are necessary to support decisions related to salaries and fringe benefits for both instructional and non-instructional personnel.

14.2 Establish and maintain personnel records related to payroll, retirement, tax payments, insurance and social security.

SCHOOL BUSINESS OFFICIAL SEMESTER HOURS 24[1]

[1]The curriculum to prepare school business officials may be jointly planned and taught by staff from the West Virginia Department of Education and an institution of higher education with credit being granted by the latter.

THE PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY[1] ENDORSED FOR BUSINESS OFFICIAL

School Business Official

Conditions of Employment

Beginning July 1, 1976, no new person may be employed to serve as school business official who does not hold a bachelor's degree from an accredited college or university.

Beginning July 1, 1976, all persons serving as school businsss official must hold a valid Professional Service Certificate, First Class Permit, or Authorization endorsed to serve in that position.

Professional Certification

Persons who complete the institution's approved program for school business official and are recommended for licensure will be granted the Professional Service Certificate issued provisionally, valid for three years. Regulations for renewal, conversion, and permanent certification shall be the same general regulations applicable to all Professional Certificates.

Permit Regulations

A First Class Permit endorsed for serving as a school business official may be issued for a one year period provided:

(1) The Applicant

a. has completed the requirements for a bachelor's degree from an accredited institution.

(2) The Employing Superintendent

a. certifies that the applicant is the best qualified person available for the position named.

b. recommends that the applicant be granted the license.

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[1]The Professional Service Certificate may not serve as the basis for the issuance of a Professional Administrative Certificate. Persons who complete the institution's approved program for school business official and are recommended for licensure will be granted the Professional Service Certificate issued provisionally, valid for three years. Regulations for renewal, conversion, and permanent certification shall be the same general regulations applicable to all Professional Certificates.

(3) The college

a. certifies that the applicant is enrolled or has filed a Professional Commitment to enroll in its program to prepare school business officials.

The holder of a Permit for serving as school business official must meet all conditions of reissuance, including six hours of appropriate credit annually, as indicated in the Minimum Requirements for the Licensure of School Personnel.

SCHOOL BUSINESS OFFICIAL AUTHORIZATION

All School Business Official Authorizations shall be processed through the office of the Assistant Superintendent for the Bureau of Finance and Administration.

Persons Serving as School Business Officials During the 1975-76 School Year

Any person with five years of experience as a chief school business official who was serving in this position in a county in West Virginia during the 1975-76 school year and who continues to serve in this position within any county in the State shall be granted, upon the recommendation of the employing superintendent, a permanent School Business Official Authorization.

Any person with fewer than five years of experience as a chief school business official who was serving in this position in a county in West Virginia during the 1975-76 school year and who continues to serve in this position within any county in the State shall be granted, upon the recommendation of the employing superintendent, a School Business Official Authorization valid for one year.

This School Business Official Authorization may be renewed annually provided 1) the holder completes 15 clock hours of inservice credit offered by the Bureau of Finance and Administration or completes three semester hours of college credit related to the school business official program at an institution approved to offer the program, and 2) the superintendent verifies the person is employed as the chief school business official. The third renewal of the Authorization shall be issued as a permanent Authorization.

Persons Employed as School Business Officials in the 1976-77 School Year and Thereafter

Any person who is initially employed as chief school business official in a county in West Virginia during the 1976-77 school year or thereafter must 1) hold a bachelors degree from an accredited college, and 2) hold an

Authorization, a First Class Permit, or a Professional Service Certificate endorsed for School Business Official. The initial Authorization will be granted upon the recommendation of the employing superintendent. A person who has been issued an Authorization may not be granted a First Class Permit unless he has fulfilled the renewal obligations of the Authorization or vice versa.

The School Business Official Authorization may be renewed annually provided 1) the holder completes 15 clock hours of inservice credit offered by the Bureau of Finance and Administration or completes three semester hours of college credit related to the school business official program at an institution approved to offer the program, and 2) the superintendent verifies the person is employed as the chief school business official. The School Business Official Authorization for persons in this category may not be issued as a permanent authorization.

SCHOOL COUNSELOR

Introduction

The school counselor is a school-based member of the student support team. The school counselor works primarily with children and youth in order to assist them in attaining their optimum level of development and functioning from a personal-social, career and academic point of view. The primary roles of the counselor include: (1) assessing the guidance and counseling needs of the children, teachers, and parents with whom they have responsibility; (2) implementing a developmental program which is preventive as well as remedial in nature; (3) translating research in human development and counseling into guidance programs to meet the needs of the school community; (4) developing a series of primary and secondary objectives to assist in meeting short and long term needs; and (5) conducting evaluations to determine if the objectives and activities are being achieved.

The roles of the school counselor involve the total environment which surrounds the child; particularly the teacher, curriculum, parents and the community. The school counselor's basic functions are counseling, consulting, coordinating and evaluating. Along with these functions, the school counselor is responsible for disseminating information about the role of the school counselor, and acquainting the community at large with the community's responsibility for the intellectual, psychological and social development of the child.

Common Program Objectives - School Counselor

The school counselor education program shall provide training and experiences which will enable the counselor to:

1.0 Operationalize a guidance program.

- 1.1 Conceptualize and plan a coordinated, relevant, and productive program of guidance services.
- 1.2 Organize and provide a developmental guidance program relevant to the needs of students.
- 1.3 Identify and implement specific strategies to prevent or remediate particular student problems or crises.
- 1.4 Establish an effective communications process with all persons who have an influence on the student's feelings and behavior.

2.0 Utilize effective counseling strategies.

2.1 Utilize peers for counseling purposes.

2.2 Work with the individual on a one-to-one basis in order to formulate strategies for problem solving.

2.3 Use groups for the purpose of promoting self-understanding and problem solving.

3.0 Utilize consultation techniques to facilitate the helping process.

3.1 Alter the environment affecting the student to ensure positive environmental influences on the student.

3.2 Assist the school staff in understanding and guiding behavior.

3.3 Provide information to parents and assist them in understanding and guiding behavior of their children.

3.4 Work with the student personnel team to explore alternatives which will enable the student to expand his choices.

3.5 Utilize group processes in working with parents and teachers.

3.6 Use the resources within the community to assist in the solution of problems affecting the student and to enhance the total school program.

4.0 Utilize assessment skills.

4.1 Develop systematic observation practices to assess behavior.

4.2 Administer a variety of standarized tests in a group setting.

4.3 Administer on an individual basis diagnostic, performance, and criterion reference tests.

4.4 Analyze standardized and non-standardized test data to aid an individual or group in making accurate decisions.

4.5 Teach others the appropriate use and interpretation of test data.

5.0 Coordinate information giving procedures.

5.1 Collect and make available to students and staff appropriate educational materials.

5.2 Use the community and referral resources in an effective and efficient manner to provide a sound information base.

5.3 Plan guidance activities incrementally when information is more relevant at one stage of development than another.

5.4 Show ethical and responsible use of student records.

6.0 Coordinate the scope and sequence of guidance and guidance related activities.

6.1 Aid students in adjusting to new settings through orientation activities.

6.2 Aid students in developing educational, career and personal decision making skills.

6.3 Facilitate the development of a wide range of educational and career opportunities for students.

6.4 Aid students in locating, entering and interpreting experiences to assist in career and educational decisions.

7.0 Utilize research, evaluation, and follow-up techniques.

7.1 Initiate studies relevant to student needs, performance and concerns both present and future.

7.2 Evaluate programs and assess student needs to aid in education of students and staff.

7.3 Systematically conduct follow-up studies, measure the outcomes of the services and activities of the school counselor staff, and use the results to adapt the present system for the betterment of students, staff and community.

8.0 Demonstrate in a clinical setting the ability to perform successfully in the role of a counselor in the selected school organizational pattern(s).

Professional Objectives - School Counselor

The school counselor education program shall provide training and experience which will enable the counselor to:

9.0 Understand the personal characteristics which facilitate the helping process and develop sensitivity to self.

9.1 Examine a variety of values to distinguish the counselor's personal system of values from the value system of others.

9.2 Develop interpersonal relationship skills.

9.3 Maximize the counselor's tolerance for ambiguous situations in order to facilitate the self-exploration process of the client.

9.4 Develop empathic understanding to identify and reflect the statements of others in a manner which communicates an understanding of the client.

9.5 Increase awareness of personal and professional strengths and limitations through an understanding of developmental stages within the life span as the stages relate to processes of self and professional awareness.

10.0 Develop sensitivity to others through awareness of one's ability to relate to others in order to maximize communication and exploration of alternative modes of behavior for the client.

10.1 Develop a sensitivity to others through identifying values and needs of others, examining interpersonal relationships, and understanding the social context of behavior.

10.2 Exhibit a positive attitude toward work and other life tasks including friendship, love, marriage, family and retirement.

11.0 Work effectively with other members of the school staff.

11.1 Use a cooperative approach by working as a team member with school and community persons to set goals, developing processes of education and solve problems.

11.2 Be knowledgeable of the role and function of the members of the school staff in order to interact with use the expertise of the various school and community personnel.

11.3 Be able to examine, to understand individual differences, and to respect those differences as varied and helpful in fulfilling the needs of student and society.

12.0 Demonstrate the ability to communicate effectively.

12.1 Communicate with other persons in such a way that words, feelings, and tones are integrated.

12.2 Exhibit congruence of personal feelings, and overt behavior.

Clinical Experience - School Counselor

The school counselor education program shall provide training and experience which will enable the counselor to:

13.0 Demonstrate the ability to function successfully[1] in the role of counselor in the elementary or secondary school.

13.1 Demonstrate proficiency in providing effective counseling services to individuals and groups who normally seek services from the school counselor.

13.2 Demonstrate proficiency in administering tests and interpreting test data.

13.3 Demonstrate proficiency in establishing a relevant system of research, follow-up and placement.

13.4 Demonstrate proficiency in consultation techniques.

13.5 Demonstrate proficiency in collecting and disseminating career development materials.

13.6 Demonstrate proficiency in evaluating the effectiveness of activities performed under 13.1 - 13.5.

COMMON PROGRAM OBJECTIVES SEMESTER HOURS 30

INITIAL CERTIFICATION - SCHOOL COUNSELOR (K-9 or 5-12)

The First Class Temporary Certificate endorsed for school counselor may be issued for one year provided:

The Applicant:

(1) Is employed as a counselor by a school district and is enrolled in the counselor field-based experience for the entire school year.

(2) Holds a Professional Teaching Certificate endorsed for grade levels comparable to those for which the counselor endorsement is requested.

(3) Has completed the requirements for a masters degree relevant to the improvement of instruction from an institution of higher education accredited to grant the degree.

(4) Has completed an approved school counselor graduate program of at least 30 semester hours which included program objectives 1-13, including the culminating clinical experience within the grade levels shown on the Professional Teaching Certificate.

The Institution:

(1) Certifies that the applicant has satisfactorily completed its approved school counselor program of at least 30 semester hours including a masters degree in school counseling.

(2) Recommends the issuance of a First Class Temporary Certificate endorsed for school counselor.

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[1] Requires sixty (60) clock hours of pre-practicum experience and sixty (60) clock hours of practicum.

The West Virginia Superintendent:

Submits a letter stating that the applicant is employed as a school counselor within the grade levels of his Professional Teaching Certificate.

RENEWAL OF THE FIRST CLASS TEMPORARY CERTIFICATE

The First Class Temporary Certificate may be renewed provided:

The Applicant:

Has completed, with a C average, six (6) semester hours of graduate credit directly related to the individual's professional development as a school counselor. The renewal credits must have been taken subsequent to the issuance of the certificate to be renewed and the credits must not be more than five (5) years old.

The Institution:

Certifies the applicant has completed six (6) hours of renewal credits.

The West Virginia Superintendent:

Certifies the applicant is employed as a school counselor.

Counselor Field-Based Experience

A field-based experience in school counseling is the culminating phase in the preparation of all school counselors and is a position maintained by the employing unit for the purpose of providing the counselor with on-the-job supervised experience in the counseling function in the school setting.

The field-based experience requirement is based on the assumption that school counseling experience is essential if the school counselor is to be thoroughly familiar with the realities of school life from the standpoint of teachers, pupils, and administrators. It is recognized that the counselor who has significant teaching experience may have the counselor field-based program modified to reflect the competencies gained through the previous teaching experience. Assessing the counselor's competencies rests with the persons responsible for the field-based experience and requires those persons to plan appropriate experiences based on an individual plan. The counselor education program, the county school system, and the West Virginia Department of Education, Division of Special Education and Student Support Systems, shall jointly be responsible for providing continuous supervision, support, and evaluation of the counselor during the school year field-based experience.

The field-based experience occurs after a regular masters program of prescribed learning experiences and supervised practicum. This experience must occur during the first year of employment as a counselor and must be completed prior to the issuance of the Professional Service Certificate, endorsed for school counselor, issued provisionally and valid for three years.

Upon successful completion of the field-based experience, the collaborating supervisors will approve this phase of the counselor endorsement process and advise the county superintendent, the institution, and the Department of Education of the approval.

1.0 Program Objectives:

The school counselor field-based experience program shall provide experience, training and supervision which will enable the counselor to demonstrate competencies in:

1.1 Operationalizing a guidance program.

1.2 Developing counseling strategies which facilitate the helping processes.

1.3 Utilizing consultation techniques to facilitate the helping process.

1.4 Utilizing assessment skills, both individual and institutional.

1.5 Coordinating information providing procedures.

1.6 Coordinating transitional services to students.

1.7 Utilizing research, evaluation and follow-up techniques.

1.8 Understanding the philosophy of the school organization structure within the school and professional activities and ethics related therein.

2.0 Professional Objectives

The school counselor field-based experience program shall provide experience, training and supervision which will enable the counselor to demonstrate competencies in:

2.1 Understanding her/his personal characteristics which facilitate the helping process.

2.2 Relating to others in order to maximize communication and exploration of alternative modes of behavior for the client.

2.3 Communicating effectively.

2.4 Working effectively with other members of the school staff.

3.0 Description of Involvement (General Consideration)

Designed to ensure the attainment of the school counselor graduate standards, the school counselor field-based experience program shall provide experience, training and supervision which will enable the counselor to:

3.1 Experience full-scale involvement in a bona fide school counseling and guidance program.

3.2 Gain first-hand experience with community and institutional forces which bear on the work of the school counselor.

3.3 Participate in cooperative work with counselors, teachers, administrators, other student support personnel and parents.

3.4 Gain classroom observation in effective methods, techniques and procedures for conducting instructional units.

3.5 Gain classroom instructional experience through conducting guidance related activities.

3.6 Gain classroom observation and instructional experiences through areas such as careers and personal-social units.

3.7 Share experiences incidental to counseling and guidance but integral to the school counselor's role.

4.0 The Responsibility of the School

The school shall provide experience, training and supervision which will enable the counselor to:

4.1 Assume a position under the field-based experience category.

4.2 Experience supervision by a certified school counselor or contact person approved for supervision by the Department of Education and the training institute. This supervisor must be employed by the school system or by a Regional Education Services Agency (RESA).

4.3 Have available adequate facilities.

4.4 Assume responsibility and gain experiences in each of the listed competencies of the School Counselor Graduate Standards.

4.5 Receive release time for on-campus and in-school supervisory sessions with the counselor educator (Minimum of four full days per year on-campus, and four days faculty visit to the counselor in the school).

5.0 The Responsibility of the Department of Counseling and Guidance

The Departments of Counseling and Guidance shall provide experience, training and supervision which will enable the counselor to:

5.1 Complete a masters degree including a school-based practicum.

5.2 Obtain supervisory and consultative experience from personnel at the field site.

5.3 Experience a minimum of four full days per year on campus and four days faculty visit to the field site.

5.4 Experience on-going and final evaluation of the field-based experience.

5.5 Obtain results of field-based experience evaluation from the supervisors involved.

5.6 Have forwarded in her/his behalf a notice of completion of the field-based experience to the Division of Professional Development Systems.

6.0 General Guidelines

6.1 Supervision

6.1.1 The training institution, the West Virginia Department of Education and the local school shall provide coordinated field-based experience supervision. The local school supervision shall be an experienced certified counselor with approved supervisory training.

6.1.2 Upon recommendation of the county superintendent, local supervisors shall be screened and/or trained by the training institution and the Division of Special Education and Student Support Systems. In the absence of a certified supervisor, a contact person will be identified as the liaison person between the training institution and the Department of Education.

6.1.3 Supervision of the school counselor in the field-based experience is considered a portion of the local supervisor's work load. A minimum of four hours per week should be spent in direct supervision, consultation, inservice education and/or evaluation.

6.2 Length

The length of the field-based experience shall be an academic year, consistent with the school day and not less than one-half day.

6.3 Planning and Monitoring

.3.1 Formal arrangement between the training institution and the local school district shall be established in respect to procedural matters and allocation of responsibilities prior to the placement of the counselor.

6.3.2 The training institution shall be involved in review of periodic written reports submitted by the counselor, conduct at least four (4) on-site visitations, conduct regular seminars and individual-group conferences focusing on the field-based experience, conduct periodic conferences with on-site supervisors, conduct annually an evaluation of the institutional field-based program, and maintain a record of such evaluation for accrediting purposes.

6.3.3 The training institution shall be responsible in concert with the local school supervisory personnel and the Department of Education for the formal evaluation of the counselor at the end of the year.

6.4 Programming

The counselor shall be assigned responsibilities appropriate to a practicing counselor as stipulated by the Graduate Standards and commensurate with her/his demonstrated skills and training needs.

COUNSELOR FIELD-BASED EXPERIENCE — SEMESTER HOURS 6

TOTAL SEMESTER HOURS 36

PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SCHOOL COUNSELOR[1]

A Professional Service Certificate (K-9 or 5-12) endorsed for school counselor may be issued provisionally for a three (3) year period provided:

The Applicant:

(1) Holds a Professional Teaching Certificate within the grade levels for which the school counselor endorsement is requested.

(2) Has completed the requirements for a masters degree relevant to the improvement of instruction from an institution of higher education accredited to grant the degree.

(3) Has completed the institution's approved masters degree program for school counselor including the culminating clinical experience within the grade levels shown on the Professional Teaching Certificate.

(4) Successfully completed the field-based experience for school counselor.

The Institution:

(1) Certifies that the applicant has satisfactorily completed its approved masters degree program for counselors.

(2) Certifies the counselor has successfully completed the field-based experience.

(3) Recommends the issuance of a Professional Service Certificate issued provisionally and endorsed for school counselor.

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[1]The Professional Service Certificate may not be used as the basis for any administrative certificate.

RENEWAL OF THE PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SCHOOL COUNSELOR

A Professional Service Certificate (K-9 or 5-12), issued provisionally and endorsed for school counselor, may be renewed for three years provided:

The Applicant:

Has completed six (6) semester hours of credit directly related to the individual's professional development as a school counselor. The renewal credits must be taken subsequent to the issuance of the license to be renewed, and the credits must not be more than five (5) years old.

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the applicant's Continuing Education Program Agreement.

The West Virginia Superintendent:

With whom the applicant for renewal signed his Continuing Education Program Agreement, or by whom he is now employed, or of the county in which he resides recommends the renewal of the Professional Service Certificate issued provisionally.

PROFESSIONAL SERVICE CERTIFICATE VALID FOR FIVE YEARS ENDORSED FOR SCHOOL COUNSELOR

A Professional Service Certificate (K-9 or 5-12) endorsed for school counselor may be granted for a five year period provided:

The Applicant:

(1) Holds a Professional Service Certificate endorsed for school counselor and valid for three (3) years.

(2) Has completed, with a C average, six (6) semester hours of credit beyond the masters degree. The credits must be directly related to the individual's professional development as a school counselor. The renewal credits must be taken subsequent to the issuance of the certificate being converted and the credits must not be more than five (5) years old.

(3) Has completed, subsequent to the issuance of the initial Professional Service Certificate, three (3) years of successful experience as a school counselor.

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the Continuing Education Program Agreement.

The West Virginia Superintendent:

(1) Certifies that the applicant has completed three (3) years of successful experience as a school counselor.

(2) Recommends that the certificate be converted to the Professional Service Certificate valid for five (5) years.

RENEWAL OF THE PROFESSIONAL SERVICE CERTIFICATE VALID FOR FIVE YEARS ENDORSED FOR SCHOOL COUNSELOR

The Professional Service Certificate (K-9 or 5-12) endorsed for school counselor may be renewed for five (5) years provided:

The Applicant:

(1) Holds a Professional Service Certificate endorsed for school counselor and valid for five (5) years.

(2) Has completed, with a C average, six (6) semester hours of credit subsequent to the issuance of the certificate to be renewed and the credits must not be more than five (5) years old. The credits must be directly related to the individual's professional development as a school counselor.

The Institution:

Certifies the applicant has completed the renewal credit.

The West Virginia Superintendent:

Recommends the renewal of the Professional Service Certificate issued for five (5) years.

PERMANENT PROFESSIONAL SERVICE CERTIFICATE
ENDORSED FOR SCHOOL COUNSELOR

A Professional Service Certificate (K-9 or 5-12) endorsed for school counselor may be issued as a permanent certificate provided:

The Applicant:

(1) Holds a valid Professional Teaching Certificate within the grade levels for which the school counselor endorsement is requested.

(2) Holds a Professional Service Certificate issued for five (5) years and endorsed for school counselor.

(3) Has completed five (5) years successful experience as a school counselor.

The West Virginia Superintendent:

(1) Certifies the applicant's five (5) years of successful experience as a school counselor.

(2) Recommends the issuance of a permanent Professional Service Certificate endorsed for school counselor.

SCHOOL PSYCHOLOGIST

Introduction

The primary responsibility of the school psychologist is the prevention, alleviation and remediation of psychological problems of students. In implementing those responsibilities, the school psychologist will function in, but not be limited to, a variety of intervening and supporting roles. The roles include: making comprehensive psychological studies of students; consulting with parents, teachers and administrators; planning intervention strategies for individuals and groups; acting as a resource person to the school staff and the community; and prescribing therapeutic, diagnostic, and general assessment techniques.

Program Objectives - School Psychologist

The school psychologist program shall provide training and experiences which will enable the school psychologist to:

1.0 Acquire fundamental principles in educational and psychological foundations:

- 1.1 Understand the historical development of psychology and comparative philosophical systems.
- 1.2 Describe the biological and experiential factors from infancy to childhood.
- 1.3 Interpret theories of learning, personality and maturation.

2.0 Demonstrate an understanding of theoretical foundations of statistical, testing and research techniques.

- 2.1 Demonstrate basic skills in the design and implementation of research.
- 2.2 Describe experimental methods in educational and psychological techniques.
- 2.3 Select and evaluate appropriate psychological and educational instruments.

2.4 Administer, interpret and report results of individual and group psychological and educational instruments.

2.5 Develop and use consultation skills in relationship to school personnel and parents.

3.0 Plan and implement district-wide systems of collecting data to identify children with specialized needs.

3.1 Obtain and interpret data from non-school agencies.

3.2 Assess individual personality and social development through interviewing and observing.

3.3 Analyze data obtained from interviews to assist in planning for the individual.

3.4 Use interview techniques on a systematic and planned basis to obtain pertinent data from other sources:

3.01 Other professionals in the community

3.02 Non-school agencies

3.03 Parents

3.04 School Personnel

3.05 Peers

3.5 Administer, score and utilize the results of criterion referenced measures of achievement.

3.6 Obtain personal data from the individual through interviews.

3.7 Interpret school records.

3.8 Collate discrete data from school-community records.

3.9 Obtain parental permission for indepth assistance from psychological services.

4.0 Plan and implement system-wide individual and group intervention strategies.

4.1 Plan and implement building and classroom-wide intervention strategies.

4.2 Develop and plan intervention strategies for individual children.

4.3 Coordinate intervention strategies with other student support services in the school and community.

4.4 Implement changes in the classroom/instructional program.

4.5 Refer and follow through on referral to community specialists.

4.6 Insure that support personnel are suitably oriented to the intervention stretegy and that they carry out the techniques with the children.

4.7 Implement the intervention stretegy utilizing the following:

4.01 Supportive counseling

4.02 Psycho-educational counseling

4.03 Specific behavior management

4.04 Tutoring

5.0 Devise and implement system-wide plan for using psychological support personnel.

5.1 Establish stretegies to insure adequate financial support of psychologists and psychological support personnel.

5.2 Plan and conduct staff meetings for school psychology staff.

5.3 Plan and implement an overall strategy for in-service education for psychological personnel.

5.4 Cooperate with institutions of higher learning in training students going into full-time school psychology.

5.5 Supervise psychometrists and psychological interns.

5.6 Maintain overall supervision of support personnel.

5.7 Assist teachers in developing a systematic plan for implementing behavioral management techniques to facilitate learning.

5.8 Assist parents in fostering a positive approach to children's learning.

5.9 Assist teachers in administering, scoring and utilizing criterion referenced achievement tests.

6.0 Assits in devising and implementing a masyer plan for school-community relations in providing needed services for students.

6.1 Organize and encourage the community in its efforts to provide services for students.

6.2 Interpret pupil services, policies, and procedures to the School Board and community.

6.3 Plan for liaison between the school and culturally unique community groups.

6.4 Provide direct professional contribution to and liaison with community organization.

6.5 Identify specific community concerns, attitudes and feelings about school policy, programs, and procedures.

6.01 Design a systematic collection procedure.

6.02 Interpret to the Board community concerns.

6.03 Collect data from community questionnaires and interviews.

6.04 Summarize information obtained.

6.05 Identify, enlist and assist in the training of volunteers for school and community.

7.0 Cooperate with special education personnel.

7.1 Maintain liaison between medical personnel and other community agencies.

7.2 Assist in the planning and delivery of appropriate in-service opportunities to parents of students with special needs.

7.3 Support special education personnel in the development of in and out of school work experience.

7.4 Assist in the planning for effective transition for students moving between special and other education opportunities.

7.5 Provide direct assistance to special education students as they interface with other education programs.

7.6 Assist in the ordering and the cataloging of materials for students with specialized needs.

8.0 Demonstrate in a clinical setting the ability to perform successfully in the role of a school psychologist.[1]

SCHOOL PSYCHOLOGIST K-12 SEMESTER HOURS 54

9.0 Demonstrate competence in program objective 1 through 8, in a field-based experience, covering two semesters, during the period the school psychologist is employed as a school psychologist.

SCHOOL PSYCHOLOGIST K-12 TOTAL SEMESTER HOURS 60

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[1] Involves six (6) hours to meet program requirements.

PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SCHOOL PSYCHOLOGIST[1]

A Professional Service Certificate (K-12) endorsed for school psychologist may be issued provisionally for a three (3) year period provided:

The Applicant:

(1) Has completed the requirements for a masters degree relevant to the improvement of instruction from an institution of higher education accredited to grant the degree.

(2) Has completed an approved school psychology graduate program of fifty-four (54) hours which included program objectives 1-8.

The Institution:

(1) Certifies that the applicant has satisfactorily completed its approved school psychology program of at least fifty-four (54) semester hours.

(2) Recommends the issuance of a Professional Service Certificate issued provisionally and endorsed for school psychologist.

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[1]The Professional Service Certificate may not be used as the basis for any administrative certificate.

RENEWAL OF THE PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SCHOOL PSYCHOLOGIST

A Professional Service Certificate (K-12), issued provisionally and endorsed for school psychologist, may be renewed for three years provided:

The Applicant:

Has completed with a C average, six (6) semester hours of credit required for the permanent certificate and which conform with his Continuing Education Program Agreement. The renewal credits must have been taken subsequent to the issuance of the license to be renewed and the credits must not be more than five (5) years old.

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the applicant's Continuing Education Program Agreement.

The West Virginia Superintendent:

With whom the applicant for renewal signed his Continuing Education Program Agreement, or by whom he is now employed, or of the county in which he resides recommends the renewal of the Professional Service Certificate issued provisionally.

PROFESSIONAL SERVICE CERTIFICATE VALID FOR FIVE YEARS ENDORSED FOR SCHOOL PSYCHOLOGIST

A Professional Service Certificate (K-12) endorsed for the school psychologist may be granted for a five-year period provided:

The Applicant:

(1) Holds a Professional Service Certificate endorsed for school psychologist and valid for three (3) years.

(2) Has completed an approved school psychology graduate program of sixty (60) semester hours, which included program objectives 1-9.[1]

(3) Has completed, subsequent to the issuance of the initial Professional Service Certificate, three (3) years of successful experience as a school psychologist.

The Institution:

Certifies that the applicant has completed its approved program for school psychologists.

The West Virginia Superintendent:

(1) Certifies that the applicant has completed three (3) years of successful experience as a school psychologist.

(2) Recommends that the certificate be converted to the Professional Service Certificate valid for five (5) years.

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[1]School Psychologists are encouraged to enroll in the field based experience during the first year of employment.

PERMANENT PROFESSIONAL SERVICE CERTIFICATE ENDORSED FOR SCHOOL PSYCHOLOGIST

A Permanent Professional Service Certificate (K-12) endorsed for school psychologist may be issued as a permanent certificate provided:

The Applicant:

(1) Holds the Professional Service Certificate issued for five (5) years and endorsed for school psychologist.

(2) Has completed five (5) years of successful experience as a school psychologist.

The West Virginia Superintendent:

(1) Certifies the applicant's five (5) years of successful experience as a school psychologist.

(2) Recommends the issuance of the permanent Professional Service Certificate endorsed for school psychologist.

SPEECH-LANGUAGE PATHOLOGIST

Introduction

The Speech Language Pathologist is concerned with pre-school and school age children with language and speech disorders of organic or functional origin. The Speech Language Pathologist provides diagnostic evaluation and comprehensive treatment for all language and speech handicapped children, conducts a program of consultation within the school environment and community and supervises and directs programs for the communicatively handicapped.

A language and speech handicapped child experiences difficulty in receiving, understanding and/or using the language and speech system of his society. The child's communication problems may be exhibited by a language disorder characterized by a disability to function symbolically in terms of use of words and their meanings (semantics), grammatical patterns (syntax and morphology), and speech sounds (phonology) or a speech disorder characterized by difficulty in: (a) producing speech sounds (articulation), (b) maintaining speech rhythm (stuttering), and (c) controlling vocal production (voice).

These language and speech disorders may be related to organic conditions which are congenital or acquired (such as cleft palate, cerebral palsy, aphasia, brain injury) or to non-organic conditions which interfere with normal communication (such as stuttering, vocal quality abnormalities, emotional disturbance). These disorders may also accompany various special education categories of hearing impaired, physically handicapped, mentally retarded, multiple handicapped, behavioral disorders, and specific learning disabilities.

PROGRAM OBJECTIVES - SPEECH LANGUAGE PATHOLOGIST

The preparation program shall provide training and experience which will enable the Speech Language Pathologist to:

1.0 Understand the principles of human growth and development and the processes of human communication.

- 1.1 Understand the physical, intellectual, emotional and social growth and development of children.
- 1.2 Demonstrate a knowledge of the basic sciences underlying communication theories and principles.
- 1.3 Relate linguistic and psychological principles to language acquisition and behavior.

1.4 Describe the anatomical and physiological bases of speech production and its relationship to language.

1.5 Relate knowledge of the hearing mechanism and auditory behavior to language and speech development.

1.6 Identify the characteristics of children with disorders of language, speech and hearing.

1.7 Demonstrate a knowledge of the causes for communication disorders.

2.0 Demonstrate knowledge and understanding of the administration and interpretation of diagnostic tests for language and speech disorders.

2.1 Administer, score and interpret a variety of basic and specialized diagnostic tests.

2.2 Conduct conferences to interpret test results with parents, teachers and guidance personnel.

2.3 Constrict reports of diagnostic findings and recommendations.

2.4 Conduct referrals based upon test results for additional testing by other specialists.

2.5 Utilize diagnostic results as a basis for determining therapeutic programs.

3.0 Demonstrate a knowledge of therapeutic principles applicable to disorders of language and speech.

3.1 Select and demonstrate procedures for developing and expanding use of language, symbols, word meanings and grammatical constructs.

3.2 Select and demonstrate procedures for correcting disorders of speech production relative to either an organic or functional cause.

3.3 Select and demonstrate procedures for developing acceptable speaking rhythm and reducing symptoms of stuttering.

3.4 Select and demonstrate procedures for correcting or improving voice production and control.

4.0 Demonstrate a knowledge of research process and its use in the study of communication disorders.

4.1 Demonstrate a knowledge of research literature relative to language and speech disorders.

4.2 Relate research results to specific problems of diagnostics and therapy.

4.3 Initiate research projects for the purpose of improving the services provided to the handicapped population.

5.0 Demonstrate an ability to use appropriate screening procedures to survey school populations for children with potential communication disorders.

5.1 Select appropriate screening materials and equipment.

5.2 Determine adequate environments for screening procedures.

5.3 Organize, in cooperation with school personnel, an efficient plan for implementation of screening procedures.

5.4 Record and evaluate results of screening and communicate results to appropriate personnel.

6.0 Identify the appropriate school and community resources to which children with communication disorders can be referred for supplementary diagnosis and treatment.

6.1 Recognize the conditions requiring referrals to other school and community personnel or agencies.

6.2 Utilize available school and community resources, programs, personnel and facilities which have educational-instructional, therapeutic, evaluative, consultative, and medical orientation.

7.0 Design and conduct programs to identify children needing treatment for disorders of language, speech and hearing.

7.1 Identify, describe and interpret language, speech and hearing services to school personnel and interested individuals and agencies.

7.2 Assess and arrange suitable working conditions, supplies and equipment required for the language, speech and hearing services.

8.0 Organize and conduct programs for the treatment of children with language and speech disorders.

8.1 Select cases according to appropriate criteria.

8.2 Schedule cases relative to type of disorder, time available and location of schools.

8.3 Formulate short and long term therapeutic goals to meet individual needs.

8.4 Establish a record-keeping system of the individual's performance for school, county, and/or state records.

8.5 Coordinate and maintain a therapy program within the school environment.

9.0 Demonstrate, under appropriate supervision, an ability to function successfully in an approved clinical setting. The Speech Language Pathologist trainee shall complete a minimum of 300 clock hours of supervised clinical experiences with individuals of varying ages in appropriate clinical and public school settings. The minimum hours should be distributed in the following manner: at least 50 hours in evaluation of language and speech problems; at least 75 hours in management of language disorders; at least 35 hours in evaluation and management of hearing disorders; and at least 25 hours each in management of voice disorders, articulation disorders, and fluency disorders. At least 150 hours shall be completed at the graduate level.

SPEECH LANGUAGE PATHOLOGIST SEMESTER HOURS 78[1]

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[1] A student may not count more than six (6) semester hours of clinical practicum experience in meeting the minimum requirement for certification.

PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SPEECH-LANGUAGE PATHOLOGIST[1]

A Professional Service Certificate (K-12) endorsed for speech-language pathologist may be issued provisionally for a three (3) year period provided:

The Applicant:

(1) Has completed the requirements for a masters degree in an approved program for speech-language pathology.

(2) Has completed an approved graduate program of at least seventy-eight (78) semester hours for speech-language pathologist which included program objectives 1-9.

The Institution:

(1) Certifies that the applicant has satisfactorily completed its approved speech-language pathology program of at least seventy-eight (78) semester hours including a masters degree in speech-language pathology.

(2) Recommends the issuance of a Professional Service Certificate issued provisionally and endorsed for speech-language pathologist.

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[1] The Professional Service Certificate may not be used as the basis for any administrative certificate.

RENEWAL OF THE PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SPEECH-LANGUAGE PATHOLOGIST

A Professional Service Certificate (K-12), issued provisionally and endorsed for speech-language pathologist, may be renewed for three (3) years provided:

The Applicant:

Has completed, with a C average, six (6) semester hours of credit required for the permanent certificate and which conform with his Continuing Education Program Agreement. The renewal credits must have been taken subsequent to the issuance of the license to be renewed and the credits must not be more than five (5) years old.

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the applicant's Continuing Education Program Agreement.

The West Virginia Superintendent:

With whom the applicant for renewal signed his Continuing Education Program Agreement, or by whom he is now employed, or of the county in which he resides recommends the renewal of the Professional Service Certificate issued provisionally.

PROFESSIONAL SERVICE CERTIFICATE VALID FOR FIVE YEARS ENDORSED FOR SPEECH-LANGUAGE PATHOLOGIST

A Professional Service Certificate (K-12) endorsed for speech-language pathologist may be granted for a five year period provided:

The Applicant:

(1) Holds a Professional Service Certificate endorsed for speech-language pathologist and valid for three (3) years.

(2) Has completed six (6) semester hours of credit with a C average which conform with his Continuing Education Program Agreement. The renewal credits must have been taken subsequent to the issuance of the certificate being converted and the credits must not be more than five (5) years old.

(3) Has completed, subsequent to the issuance of the initial Professional Service Certificate, three (3) years of successful experience as a speech-language pathologist.

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the Continuing Education Program Agreement.

The West Virginia Superintendent:

(1) Certifies that the applicant has completed three (3) years of successful experience as a speech-language pathologist.

(2) Recommends that the certificate be converted to the Professional Service Certificate valid for five (5) years.

PERMANENT PROFESSIONAL SERVICE CERTIFICATE ENDORSED FOR THE SPEECH-LANGUAGE PATHOLOGIST

A Professional Service Certificate (K-12) endorsed for speech-language pathologist may be issued as a permanent certificate provided:

The Applicant:

(1) Holds a Professional Service Certificate issued for five (5) years and endorsed for speech-language pathologist.

(2) Has completed five (5) years of successful experience as a speech-Language pathologist.

The West Virginia Superintendent:

(1) Certifies the applicant's five (5) years of successful experience as a speech-language pathologist.

(2) Recommends the issuance of a permanent Professional Service Certificate endorsed for speech-language pathologist.

SUPERINTENDENT

Introduction

The school superintendent is the chief executive officer of the elected county board of education. As chief executive officer, the superintendent serves as official secretary to the board and administers the county schools in accordance with West Virginia school law, State Board of Education regulations and local board of education policies.

Program Objectives - Superintendent

The program to prepare the superintendent shall provide training and experience which will enable the superintendent to:

1.0 Define the goals of the county school system which will result in educational opportunities for all students in the schools.

- 1.1 Establish programs consistent with the learning needs and goals of students enrolled in the schools.
- 1.2 Interpret and utilize the value bases of education in the community as an aid in determining the total mission of the schools.
- 1.3 Analyze the school system's components, their interrelationships and their ultimate impact upon the instructional program.
- 1.4 Design an administrative system which will integrate the organizational and personal relationships required to achieve school system goals.

2.0 Communicate the goals of the school system to the total school staff and the community.

- 2.1 Establish means of communication with all school personnel.
- 2.2 Establish means of communication with the community.

3.0 Exhibit management skills necessary to fulfill the goals of the county system.

- 3.1 Operationalize a plan to achieve the system's goals and objectives.

3.2 Identify the personnel needed to implement the plan for achieving the school system's goals and objectives.

3.2.1 Recruit, employ and utilize a staff which can relate its assigned duties to the mission of the schools.

3.2.2 Assign to appropriate staff members the tasks, responsibilities and authority required to achieve the purposes of the school.

3.2.3 Design and implement a continuing education program for school personnel.

3.3 Design a delivery system which will make all learning resources readily available to learners.

4.0 Formulate a plan for the management of the fiscal affairs of the county school system.

4.1 Communicate the rationale for distribution of the financial resources.

4.2 Identify sources of supplemental funding and establish means for procuring these funds.

5.0 Utilize human relationships skills.

5.1 Facilitate effective interpersonal communications.

5.2 Promote team decisions.

5.3 Manage organizational and interpersonal conflict.

5.4 Stimulate creativity and disseminate innovation.

6.0 Understand and implement the intent of the State Superintendents' interpretations, the Attorney Generals' opinions, the Constitutional requirements and school law in West Virginia.

7.0 Organize and direct the total evaluation process needed for decision making.

7.1 Operationalize a system for gathering data.

7.2 Propose alternatives based upon supporting research data.

7.3 Utilize research data as a basis to support decision making.

8.0 Develop and systematize plans for acquisition, operation and maintenance of all school facilities.

SUPERINTENDENT SEMESTER HOURS 30

Advanced Program Objectives - Superintendent

9.0 Demonstrate competence in program objectives 1 through 8 in a field-based experience, covering two semesters, during the period the superintendent is employed as a superintendent or an assistant superintendent.[1]

10.0 Demonstrate knowledge in curriculum trends and issues.

11.0 Demonstrate the skills of directing research, assessment, and evaluation related to the county school system's needs.

12.0 Apply the knowledge of school law to the county school system.

13.0 Apply the techniques of financial management to the county school system.

14.0 Demonstrate competency in managing the physical plants of the county system.

SUPERINTENDENT TOTAL SEMESTER HOURS 45

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[1] Involves six (6) hours to meet program requirement.

PROFESSIONAL ADMINISTRATIVE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SUPERINTENDENT

A Professional Administrative Certificate endorsed for superintendent may be issued provisionally for a period of three (3) years provided:

The Applicant:

(1) Holds a five year Professional Teaching Certificate or a Vocational Certificate.

(2) Has completed five (5) years of successful educational experience in the public schools, including three years of classroom experience.

(3) Has completed the requirements for a masters degree relevant to the improvement of instruction from an institution of higher education accredited to grant the degree.

(4) Has completed an approved superintendent graduate program of thirty (30) semester hours which included program objectives 1-8.

(5) Holds a Salary Classification at the MA + 15 level.

The Institution:

(1) Certifies that the applicant has satisfactorily completed its approved program for superintendent or is enrolled in such a program and has completed the minimum requirements stated in item (4) above.

(2) Recommends the issuance of a Professional Administrative Certificate issued provisionally and endorsed for superintendent.

RENEWAL OF THE PROFESSIONAL ADMINISTRATIVE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SUPERINTENDENT

A Professional Administrative Certificate, issued provisionally and endorsed for superintendent, may be renewed for three (3) years provided:

The Applicant:

Has completed, with a C average, six (6) semester hours of credit required for the permanent certificate and which conform to his Continuing Education Program Agreement. The renewal credits must have been taken subsequent to the issuance of the license to be renewed and the credits must not be more than five (5) years old.[1]

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the applicant's Continuing Education Program Agreement.

The West Virginia Superintendent:

Recommends the renewal of the Professional Administrative Certificate issued provisionally.[2]

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[1] A person who has completed a MA + 30 Salary Classification or doctors degree and all academic requirements for the permanent Professional Administrative Certificate, endorsed for serving as a superintendent need not complete additional college credit.

[2] An employed superintendent need not recommend himself for renewal.

PERMANENT PROFESSIONAL ADMINISTRATIVE CERTIFICATE ENDORSED FOR SUPERINTENDENT

A Professional Administrative Certificate endorsed for superintendent may be issued as a permanent certificate provided:

The Applicant:

(1) Holds a permanent Professional Teaching Certificate or Vocational Certificate.

(2) Holds a Salary Classification at the MA + 30 level.

(3) Has completed three (3) years of successful experience as a superintendent or assistant superintendent.

(4) Has completed a graduate program of forty-five (45) semester hours for the superintendent, based on program objectives 1-14.

The Institution:

(1) Certifies that the applicant has completed its approved program for superintendent.

(2) Recommends the issuance of a permanent Professional Administrative Certificate endorsed for superintendent.

The West Virginia Superintendent:

(1) Certifies the applicant's three (3) years of successful experience as a superintendent or an assistant superintendent.

(2) Recommends the issuance of a permanent Professional Administrative Certificate endorsed for superintendent.[1]

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[1] A person who is employed as school superintendent need not recommend himself for the issuance of the permanent certificate.

SUPERVISOR OF INSTRUCTION

Introduction

Supervision is defined as the process of planning, implementing and evaluating programs for the purpose of changing or maintaining the major instructional goals of the system, or effecting the change necessary to achieve those goals. A supervisor is a professionally qualified person who is responsible for the development of systems which promote improvement in both curriculum and instructional strategies.

In order to ensure the continuing improvement of the instructional program it is necessary for school systems to provide supervision and leadership. The supervision and leadership of educational programs require personnel who are qualified in the areas of subject matter, leadership skills and instructional experience. Supervisors of instruction share in the school's development, implementation, evaluation and revision of the instructional program and should have the authority to accomplish those tasks. In order to function adequately within the school system, the supervisor will be responsible for working primarily in the field.

Common Program Objectives - Supervisor of Instruction

The supervisor of instruction program shall provide training and experience in conceptional skills which will enable the supervisor to:

1.0 Demonstrate a knowledge of theoretical constructs of supervisory practices.

- 1.1 Demonstrate knowledge of various supervisory theories.
- 1.2 Demonstrate knowledge of the history and development of supervision.
- 1.3 Relate learning theories to supervisory theories.

2.0 Utilize needs assessment techniques to evaluate existing programs.

- 2.1 Utilize research techniques to identify and solve problems.
- 2.2 Analyze information on existing or emerging problems.

2.3 Develop and maintain a system for gathering data.

2.4 Determine criteria and guidelines for gathering information.

2.5 Synthesixe and interpret information to confirm needed changes.

3.0 Design guidelines for action to implement goal-directed change in the instructional program.

3.1 Specify goals and objectives related to assessed needs.

3.2 Develop a design for an effective implementation plan.

3.3 Specify the resources needed for operationalizing a plan.

3.4 Design schedules for the sequencing of activities for a plan.

3.5 Secure necessary reviews and authorization.

3.6 Plan activities that maximize accomplishment of high priority objectives.

3.7 Design plans to prevent, diminish or solve potential problems.

3.8 Design a support system to reinforce and/or sustain revisions that have or will occur.

4.0 Implement the goals and objectives according to a designed system for instructional change.

4.1 Initiate events in proper sequence according to a plan.

4.2 Coordinate events to assure teamwork in action.

4.3 Identify and correct dysfunctional elements in the implementation process.

4.4 Regulate the rate of change to avoid disruptions.

4.5 Identify other personnel who can assist in the routine operation of the program.

5.0 Evaluate the total needs assessment process.

5.1 Formulate questions for the purpose of exploration in the decision making process.

5.2 Secure objective data for use in decision-making.

5.3 Identify the analytical tools available for specific assessment processes.

5.4 Be knowledgeable of delivery systems which can supply data processing.

5.5 Select and display essential data in problem solving.

5.6 Provide narrative interpretations of data that relate to question and decision alternatives.

5.7 Propose alternatives, on the basis of data sources, to allow program to meet stated goals or objectives.

The supervisor of instruction program shall provide training and experience in human relations skills which will enable the supervisor to:

6.0 Establish and demonstrate positive interpersonal relations in order to accomplish planned changes in instructional programs.

6.1 Facilitate effective interpersonal communications.

6.2 Promote team decisions.

6.3 Manage organizational and interpersonal conflict.

6.4 Stimulate creativity and disseminate innovation.

7.0 Establish and maintain a communications system to be utilized in the instructional change process.

7.1 Communicate in writing in order to accomplish tasks.

7.2 Communicate verbally in order to accomplish tasks.

7.3 Establish and maintain organizational communication networks.

7.4 Utilize various media forms to ensure maximizing the communication process.

The supervisor of instruction program shall provide training and experience in curriculum development skills which will enable the supervisor to:

8.0 Demonstrate knowledge of learning theories.

- 8.1 Analyze various theories of developmental stages.
- 8.2 Apply motivational and reinforcement theories to the teaching-learning process.
- 8.3 Identify variables to the teacher and the learner which affect the teaching-learning process.
- 8.4 Incorporate opportunities for input to curriculum development from various levels (e.g., subject area grade level and community).

9.0 Demonstrate competence in directing and facilitating curriculum improvement.

- 9.1 Develop criteria for curriculum improvement.
- 9.2 Coordinate the formulation of curriculum goals.
- 9.3 Select content material.
- 9.4 Write instructional objectives.
- 9.5 Design and sequence learning activities.
- 9.6 Coordinate field testing of material.
- 9.7 Disseminate and implement revised curriculum.
- 9.8 Adapt and implement curricula.

10.0 Develop learning resources for use in schools and improve the availability of these resources for learning.

- 10.1 Propose and explain a materials selection process.
- 10.2 Identify sources of funds for materials.
- 10.3 Prepare budget for needed materials.
- 10.4 Plan procedures for maintaining and securing media and equipment.

10.5 Inform staff concerning resources.

10.6 Design non-print learning resources that contributes to a curriculum.

10.7 Produce various forms of non-print media.

10.8 Analyze instructional materials by pre-established standards.

10.9 Develop and implement a delivery system for instructional resources.

11.0 Develop continuing educational experiences for improving the quality of instructional practices among the staff:

11.1 Analyze needs for continuing education opportunities.

11.2 Select activities for inclusion into inservice plans.

11.3 Design effective programs to facilitate professional growth.

11.4 Direct and lead inservice education activities.

11.5 Plan inservice education programs as part of larger strategies for instructional improvement.

11.6 Provide a system of feedback in order to evaluate the continuing education process.

12.0 Develop a formal organization to improve instruction.

12.1 Analyze the formal and informal structure for instruction.

12.2 Design formal changes to improve instruction.

12.3 Adapt instructional policies to changing organizational structures.

12.4 Promote the elimination of unnecessary constraints on instructional change practices.

13.0 Demonstrate familiarity with the process of reading.

13.1 Demonstrate awareness of various models for reading instruction.

13.2 Identify the unique reading skills demanded by various content areas.

13.3 Specify remediation for the linguistically or culturally different student.

13.4 Analyze the various content areas for the purpose of prescribing appropriate reading levels.

14.0 Demonstrate familiarity with the basic areas of exceptionality.

14.1 Analyze the scientific and philosophical bases for providing for exceptionality.

14.2 Identify methods and media which assist exceptional students in maximizing their potential.

14.3 Identify the appropriate support services which assist in the instructional Process.

The supervisors of instruction program shall provide training and experience in administrative skills which will enable the supervisor to:

15.0 Develop support services for students, parents and staff which complement and expand the instructional process.

15.1 Analyze support services available.

15.2 Develop plans for providing needed services.

15.3 Design delivery systems for maximizing support service contributions to instructional improvement.

16.0 Develop a working relationship with the appropriate school personnel in order to assist in public relations.

16.1 Inform the public of school programs.

16.2 Involve the public in school programs.

16.3 Recognize the importance of public opinion on schools.

16.4 Establish community contacts.

16.5 Participate in community programs for the benefit of youth.

16.6 Influence community decisions relevant to school programs of youth in the community.

16.7 Alleviate community conflicts affecting schools.

COMMON PROGRAMS OBJECTIVES SEMESTER HOURS 30

Specialized Program Objectives - Supervisor of Instruction[1]

The supervisor of instruction program shall provide training and expereince in the supervisor's chosen specialization which will enable the supervisor to:

17.0 Demonstrate competence in program objectives 1 through 16 in a field-based experience, covering two semesters, during the period the supervisor is employed as a supervisor.[2]

18.0 Demonstrate knowledge in the subject matter and/or professionalized content relating to the selected area of supervision.

19.0 Apply the processes of curriculum development and/or implementation relating to the selected area of supervision.

20.0 Demonstrate the skills of conducting research, assessment and evaluation related to the selected area of supervision.

SPECIALIZED PROGRAM OBJECTIVES SEMESTER HOURS 12

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[1]Special supervisor endorsements (subject specializations) are issued in all specializations approved as endorsements on the Professional Teaching Certificate, except that comprehensive rather than single field endorsements are issued in Vocational Education, Foreign Languages, Sciences, Special Education and Business Education.

A person may not be licensed to serve in an approved area of supervision unless he holds an endorsement on his Professional Teaching Certificate in the Specialization, i.e., Elementary Supervision (Grades K-6), Middle School Supervision (Grades 4-8), General Secondary Supervision (Grades 7-12, or a subject Specialization Supervision (Grades K-12).

[2]Involves six (6) hours to meet program requirement.

INITIAL CERTIFICATION - SUPERVISOR OF INSTRUCTION[1]

The Temporary License endorsed for supervisor of instruction may be issued for one year provided:

The Applicant:

(1) Has completed three years of teaching experience in the area(s) appropriate to the supervisor's endorsement.

(2) Holds a Professional Teaching Certificate (5 year) endorsed for the specialization(s) for which he is requesting the supervisor's endorsement.

The Institution:

(1) Certifies that the applicant has completed fifteen (15) hours from the Common Program Objectives 1-16 in its approved program in supervision.

(2) Recommends the issuance of the Temporary License endorsed for an approved area of supervision.

The West Virginia Superintendent:

(1) Certifies that the applicant is employed as a supervisor for at least one-half of the school day at a county and/or local school building(s).

(2) Recommends the issuance of the Temporary License.

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[1]Approved Areas of Endorsement in Supervision:

(1) Elementary K-6
(2) Middle School 4-8
(3) General Secondary 7-12
(4) Subject Specializations K-12

RENEWAL OF THE TEMPORARY LICENSE ENDORSED FOR SUPERVISOR

The Temporary License endorsed for supervisor of instruction may be renewed for one year provided:

The Applicant:

Completes, with a C average, six (6) hours of graduate credit prescribed for the issuance of the Professional Administrative Certificate issued provisionally and endorsed for the approved area of supervision. The credits must have been taken subsequent to the issuance of the prior temporary license for supervision and the credits must not be more than five (5) years old.

The Institution:

Certifies that the applicant has completed six (6) hours of credit in the approved supervisor program.

The West Virginia Superintendent:

Recommends the reissuance of the licensed based upon the applicant's satsifactory performance in a supervisory position for at least one-half of the school day.

PROFESSIONAL ADMINISTRATIVE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SUPERVISOR

A Professional Administrative Certificate endorsed for an approved area of supervision[1] may be issued provisionally for a three (3) year period provided:

The Applicant:

(1) Has completed three years of teaching experience in the area appropriate to the supervisor's endorsement.

(2) Holds a Professional Teaching Certificate endorsed for the specialization(s) for which the supervisor's endorsement is requested.

(3) Has completed the requirement for the masters degree relevant to the improvement of instruction from an institution of higher education accredited to grant the degree.

(4) Has completed an approved program of not less than thirty-six (36) hours for the supervisor which included program objectives 1-17.

The Institution:

(1) Certifies that the applicant has satisfactorily completed its approved supervisor program of thirty-six (36) semester hours including the field based experience.

(2) Recommends the issuance of the Professional Administrative Certificate issued provisionally and endorsed for an approved area of supervision.

The West Virginia Superintendent:

(1) Recommends the issuance of the Professional Administrative Certificate issued provisionally and endorsed for an approved area of supervision.

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[1]Approved Areas of Endorsement in Supervision:

(1) Elementary K-6
(2) Middle School 4-8
(3) General Secondary 7-12
(4) Subject Specializations K-12

RENEWAL OF THE PROFESSIONAL ADMINISTRATIVE CERTIFICATE ISSUED PROVISIONALLY ENDORSED FOR SUPERVISOR

A Professional Administrative Certificate, issued provisionally and endorsed for an approved area of supervision, may be renewed for three (3) years provided:

The Applicant:

Has completed, with a C average, six (6) semester hours of credit required for the permanent certificate in his desired area of supervision and which conform with his Continuing Education Program Agreement. The renewal credits must have been taken subsequent to the issuance of the license to be renewed and the credits must not be more than five (5) years old.

The Institution:

Certifies that the renewal credits are required for the permanent certificate and are in agreement with the applicant's Continuing Education Program Agreement.

The West Virginia Superintendent:

Based upon the applicant's satisfactory performance as a supervisor recommends the renewal of the Professional Administrative Certificate.

PERMANENT PROFESSIONAL ADMINISTRATIVE CERTIFICATE ENDORSED FOR SUPERVISOR

A Professional Administrative Certificate endorsed for an approved area of supervision may be issued as a permanent certificate provided:

The Applicant:

(1) Holds a permanent Professional Teaching Certificate endorsed for the specialization(s) for which he is requesting the supervisor's endorsement.

(2) Holds a Salary Classification at the MA + 15 level.

(3) Has completed an approved supervision graduate program of not less than forty-two (42) semester hours which included Program Objectives 1-20.

(4) Has completed three (3) years of successful experience as a supervisor in the area for which the permanent certification is requested.

The Institution:

(1) Certifies the applicant has completed its approved program for supervisor.

(2) Recommends the issuance of a permanent Professional Administrative Certificate endorsed for supervision.

The West Virginia Superintendent:

(1) Certifies the applicant's three (3) years of successful experience as a supervisor.

(2) Recommends the issuance of a permanent Professional Administrative Certificate endorsed for supervisor.

INSTITUTION ANALYSIS FORMAT

Name of Institution _____

Date of Scheduled Campus Visit _____

Institution Analysis Coordinated or Completed by _____

Latest Date of Accreditation by NCATE _____; by NCA _____

Introduction

Maintenance of the approved program status requires each institution to restudy and re-evaluate its own programs, and arrange, through the Superintendent of schools, for an-on-site review by a visitation committee at regular five-year intervals. The campus visitation shall occur during the last year of the current approval period and may be coordinated with the campus visit by a team representing the National Council for the Accreditation of Teacher Education.

In preparing for a campus visit by a State accrediting team, each institution shall complete a self-study of its teacher education program. The basic purpose of this self-study is to cause a staff to assess regularly the extent to which institutional goals and purposes, as reflected in specific programs, are being accomplished.

The initial phase of the self-study shall be guided by the Institution Analysis Format prepared by the Division of Teacher Preparation. This format is based on pages 7-14 of Standards for the Accreditation of Teacher Education Programs in West Virginia. This phase of the self-study shall examine those standards which are institutional in nature.

Directions

The Institution Analysis Format shall be completed for any self-study. Because of its nature, the response should be completed or coordinated through the Office of the Dean. Major divisions of the Format should serve to structure the institution's response which will be largely narrative. When more than one question is employed in the Format to probe a particular aspect of teacher education, it is suggested that a numbering or lettering system be employed to identify particular responses.

It is suggested that this phase of the self-study be bound separately from the descriptions of program materials submitted as a part of the Curriculum Analysis Format (DTP Form 02-74) and the Faculty Data Sheets (DTP Form 04-74).

Twenty copies of the completed self-study should be sent to the Division of Teacher Preparation at least thirty days before the scheduled campus visit.

Further information about the self-study and campus visitation policies may be found on pages 2-6 of Standards for the Accreditation of Teacher Education in West Virginia, June 1974.

Standard I - Purposes and Objectives

1.0 List the overall objectives of the institution and/or show where these are identified in official documents of the institution.

1.1 Cite evidence of the institution's commitment to teacher education as one of its major objectives and/or where these are identified in official documents of the institution.

1.2 Describe the institution's procedure for assuring that specific objectives of the institution's teacher education program (general studies, professional education and specializations) are consistent with the overall objectives of the institution and the objectives approved by the West Virginia Board of Education.

1.3 Describe the procedure for creating faculty and student awareness of the objectives of the institution and the teacher education programs.

Standard II - Organization and Administration

2.0 Identify the institution's organizational structure by providing an organizational chart. Identify the strengths and weaknesses of the institution's organizational plan and processes in carrying out an effective teacher education program.

2.1 Describe the institution's mechanism for assuring that teacher education is recognized as an institution-wide function as evidenced by cooperation, support and input from all college units.

2.2 Identify the policy recommending body responsible for teacher education matters and name its membership by title. Describe its responsibilities and its functions. Indicate how members are appointed or selected and the duration of tenure.

2.3 Identify the administrative unit with primary responsibility for acting on and being accountable for all matters relating to the teacher education program. Identify persons within the administrative unit with specific responsibilities by title. Provide an organizational chart for the teacher education unit.

2.4 Identify the unit or agency responsible for determining a student's readiness for a professional role in the public schools. Identify by position those persons who are primarily responsible for determining the student's eligibility for the professional role. Describe the means for making faculty, students, and cooperating public school personnel aware of these criteria. Identify the institution's publication in which these criteria are described.

2.5 Identify the unit or agency responsible for recommendation and/or advisement on certification matters. If this agency involves more than one person, identify the titles and primary responsibilities of each.

2.6 Describe the administrative and curricular processes the institution utilizes in fulfilling its role in consortium programs.

Standard III - Curricula for Teacher Preparation

3.0 Identify the personnel and describe the processes used by the institution in the development of curricula (general studies or elementary education) which involve the total institution or more than one department. Describe the procedure for curriculum development for those programs which are contained within a single department if the process differs.

In describing the aforementioned processes, state how the institution assures that:

(a) content and experiences are selected to insure achievement of competencies identified by the institution

(b) curricula provide for both structure and flexibility

(c) curricula reflect trends in research as well as standards and guidelines adopted by learned societies and professional organizations

3.1 Describe the administrative structure in the institution with the responsibility for decision making related to criteria for:

(a) discontinuance of existing programs

(b) adoption of new programs

(c) modification of curricula within programs

(d) participation in consortium programs

Please cite evidence of the functioning of this structure within the past two years.

Standard IV - Student Personnel Programs and Services

4.0 Describe the institution's plan for providing guidance services to students who are enrolled in or wish to enroll in teacher education.

4.1 Identify the criteria for teacher education program admission, retention and exit and identify the unit responsible for administering these policies. (Note: Institution may cite references if the criteria are described in a separate booklet such as the student handbook.) Indicate how these criteria are designed to assist the student in self evaluation.

4.2 Describe the institutional system of record keeping and show how it is utilized for student advisement and counseling purposes. Indicate strengths and weaknesses of student records in terms of adequacy of data, period of time retained, the availability to students and staff for advisement purposes.

4.3 Describe the institution's method of follow-up on all teacher education graduates for purposes of program reconceptualization.

4.4 Describe how students are counseled into making realistic career decisions which incorporate self-assessment data as well as supply and demand data.

4.5 Describe the placement service available to teacher education graduates.

Standard V - Faculty

5.0 Complete a faculty data sheet for each faculty member involved in the teacher education program (general studies, professional education, teaching specializations). Arrange the faculty data sheets alphabetically and bind in a separate volume. (DTP Form 04-74)

5.1 Describe the faculty support services and indicate their strengths and weaknesses.

5.2 Describe the institution's plan for faculty development including inservice education, sabbatical leave, travel, visitation, and fellowships.

5.3 Identify the role of shared or part-time faculty as viewed by the institution. Identify the number in each specialization. Identify the portion of the total load taught by part or shared-time faculty.

5.4 Complete the following for all institutional personnel involved in teacher education: (Record highest degree only)

Full-time Faculty	Part or Shared Time Faculty	
_____	_____	Total Number of Faculty
_____	_____	Total Number Holding Terminal Degrees
_____	_____	Total Number Holding 6th Year Certificates
_____	_____	Total Number Holding Masters Degrees
_____	_____	Total Number Holding Bachelors Degrees

Professional Education Faculty Only

Full-time Faculty	Part or Shared Time Faculty	
_____	_____	Total Number of Faculty Teaching Professional Courses
_____	_____	Total Number Holding Terminal Degrees
_____	_____	Total Number Holding 6th Year Certificates
_____	_____	Total Number Holding Masters Degrees
_____	_____	Total Number Holding Bachelors Degrees

5.5 Describe the professional education faculty's association and involvement with the public schools.

5.6 Identify the faculty load as approved by the administrative structure of the institution. Compare the load of the professional education faculty with that of the total faculty.

5.7 Describe the institution's policy on equating administrative duties and the supervision of student teachers with teaching assignments.

Standard VI - Laboratory Experiences

6.0 Describe the institution's philosophy or professional laboratory experiences and show how this becomes the basis for structuring all laboratory experiences.

6.1 Define those laboratory experiences in terms of objectives to be achieved by the participant which are common to all teacher education graduates. Identify the module or course with which the laboratory experience is associated.

6.2 Describe the working relationship with the public schools and show how laboratory experiences are jointly planned.

6.3 Describe the inservice activities provided for faculty and public school personnel during the past academic year which were designed to acquaint them with their contributions to the teacher education program.

6.4 Identify by title the person with primary responsibility for coordinating the laboratory experience. Provide a brief summary of the job description.

6.5 Describe the culminating clinical experience in the terms of objectives, student placement, faculty involvement, duration, and primary public school sites and centers.

6.6 Describe the institution's policy for dealing with those students who are unable to successfully complete a portion or portions of the laboratory experience.

Standard VII - Facilities, Equipment, and Materials

7.0 Describe and quantify the library holdings for each of the following: general studies, professional education, and each teaching specialization for which the institution seeks approval. Identify major strengths and weaknesses in the collection.

7.01 Describe the staffing patterns of the library, professional and support personnel which provide library services.

7.02 Show the total library budget for the past three fiscal years. Show the amount expended for each department and/or for each teaching specialization for the past three fiscal years. Show the institution's policy for allocating library funds to departments.

7.03 Describe the working relationship between library personnel and faculty in selecting and purchasing materials.

7.04 Describe the operating procedures of the library, including hours and loan policy for both print and non-print materials.

7.05 Describe the library facilities noting adequacy of space and equipment.

7.1 Describe the media center's collection of both soft and hardware for each of the following: elementary education, secondary education, and each of the teaching specializations for which the institution seeks approval. Identify major strengths and weaknesses in the collection.

7.11 Describe the staffing patterns in terms of professional, clerical and technical personnel in providing media center services.

7.12 Show the total media center budget for the past three years. Show the amount expended for each department and/or for each teaching specialization for the past three fiscal years. Show the institution's policy for allocating media center funds to departments.

7.13 Describe the working relationship between media personnel and the faculty in selecting and purchasing materials.

7.14 Describe the operating procedures of the media center, including hours and loan policy for both print and non-print materials.

7.15 Describe the media center facilities noting adequacy of space and equipment.

7.2 Provide a statement on laboratories and equipment available to carry out the teacher education program. Identify new or remodeled laboratories or new equipment which need to be added, replaced, or updated. If plans have been made to eliminate these deficiencies, identify tentative dates.

7.3 Describe the physical facilities available to support the teacher education program such as classroom space, special purpose facilities and office space.

Identify major improvements completed within the past three years. Describe major weaknesses in current facilities and indicate tentative plans for eliminating these deficiencies.

Standard VIII - Program Evaluation-Review-Planning

8.0 Describe the institution's program for systematic assessment of its teacher education students and graduates as well as programs for purposes of program reconceptualization. Cite evidence that data are used in program review and modification. Provide summary of most recent data collected as part of on-going follow-up studies.

8.1 Provide evidence that the institution is committed to continuous program review.

8.2 Provide evidence that the institution is committed to long range planning in fulfillment of its mission.

CURRICULUM ANALYSIS FORMAT

Introduction

This Curriculum Analysis Format is designed for reporting information about each component of the several teacher education curricula offered by colleges and universities. Other than for general studies, the analysis should be completed at the department or division level. It should serve as a guide and format for completing the self-study, the primary step in providing data to be examined by an accrediting team. As such, it is based on new standards which call for the specification of competencies to be achieved by graduates of a program.

Directions

Self-Study - When completing a self-study in preparation for an on-site visit by an accrediting team, a Curriculum Analysis Format must be completed for each of the following curricula:

a. General Studies
b. Each teaching specialization (all grade levels included)
c. Professional Education
    1. Early Childhood
    2. Elementary
    3. Secondary
    4. Academic Specializations - Grades K-12
    5. Special Education, Grades K-12

Faculty data sheets (DPT Form 04-74) shall be completed for all instructional personnel who serve in either a full-time or part-time capacity. Faculty data sheets shall be bound and placed under separate cover.

Revised Curricula - When submitting proposals for updating existing curricula to meet requirements of the Standards approved in June 1974, the institution shall complete the Curriculum Analysis Format. Faculty data sheets may be omitted for revised curricula proposals.

New Curricula - When submitting new proposals in any one or more of the above listed curricula, the Curriculum Analysis Format shall be completed in its entirety. Faculty data sheets shall be completed on all full-time and part-time personnel associated with the new curriculum, and their credentials shall be submitted to the Division of Teacher Preparation along with the proposal.

Curriculum Modifications - When proposing curriculum modifications, the institution shall submit only those parts of the Curriculum Analysis Format which are directly affected by the proposed changes. All curriculum modifications shall require a minimum of a new curriculum summary sheet (DPT Form 03-74) and new or modified course/module outlines. Faculty data sheets may be omitted for curriculum modification proposals.

CURRICULUM SUMMARY SHEET[1]

Name of Institution _____

Curriculum _____ Program Approval Requested as of _____

Grade level(s) _____ Form Completed by _____

Program objectives for curriculum development are to be found in Standards for the Accreditation of Teacher Preparation Programs in West Virginia, June 1974. Proposals, new or modified, must be received by the Division of Teacher Preparation:

Not Later Than	For Initiation the Following
December 1	Summer Session
February 1	Fall Semester
July 1	Spring Semester

Course or Module Titles and Identifying Numbers	Credit Hours Required	Elective

(NOTE: Clearly identify requirements and electives for each curriculum.)

[1]A curriculum summary sheet must be completed for each specialization offered within a curriculum area (4-8, 7-9, 7-12, K-12). The summary sheet(s) should be first page(s) of materials presented for approval.

(Use additional pages as necessary)

Standard I - Purposes and Objectives

Program objectives are the standards approved by the West Virginia Board of Education. These standards shall be used by the institution in further defining its objectives and competencies for any teacher education curriculum. This assumes that teacher education objectives should be consistent with the overall policies of the institution.

1.0 Identify the objectives of the curriculum as adopted by the institution and identify the personnel and procedures involved in their adoption.

1.1 Describe the continuous process for the communication of objectives to students and faculty.

Standard II - Organization and Administration

2.0 Describe the organization and structure of the department and/or division which assures input in matters relating to curriculum development in teacher education.

2.1 Identify the number of students, by class standing, presently enrolled in the program.

2.2 Describe and identify program admission and retention standards utilized for the curriculum in addition to those for all teacher education candidates. Describe the conditions for terminating a student. Identify the number of students terminated during the past three academic years.

Standard III - Curriculum for the Teaching Specialization

This standard recognizes that program objectives (standards) approved by the West Virginia Board of Education must be further defined to be useful in curriculum development. This further definition should result in the identification of competencies needed by the teacher candidate to serve effectively in a particular role.

3.0 Attach a separate sheet for each specialization (4-8; 7-9; 7-12; or K-12) offered within this curriculum area which identifies, by number, by title, and credit hours, the courses, or modules, or other experiences required. (DTP Form 03-74).

3. Identify the personnel and describe the process involved in curriculum development and modification for this curriculum.

3.2 Identify those aspects of the curriculum which provide alternatives for students in terms of unique interest and/or needs.

3.3 Cite evidence of use of the following: research in teacher education, guidelines and standards developed by learned societies and professional associations.

3.4 Submit, as a part of the curriculum analysis format, course outlines or module descriptions for all phases of the curriculum. (DTP Form 05-74) These descriptions should delineate competencies to be achieved by students. Competencies are assumed to be further definitions of the objectives cited for Standard I.

Standard IV - Student Personnel Programs and Services

4.0 Describe the procedures of the student advisement system and identify personnel who are responsible for advising.

Standard V - Faculty

5.0 Identify by name all faculty members associated with this curriculum. Name the person responsible for the administration of the curriculum and the person responsible for working in teacher education.

5.1 Present a statement on faculty load for staff teaching this curriculum and compare it with that of the load for the faculty on an institution-wide basis.

5.2 Describe the departmental policy on the use of part-time or shared-time staff. Identify the portion of the load taught by part-time or shared-time staff.

5.3 Compare the level of preparation of the staff curriculum with the average level of preparation for the total instructional staff at the institution.

Standard VI - Laboratory Experiences

6.0 Describe the professional laboratory experiences (field-based or simulated) which are associated with the curriculum if these have not already been described in detail in Standard III. Identify objectives of each of these experiences and the criteria used in the evaluation.

6.1 Discuss the role assumed by the staff of this curriculum for the development, supervision, and evaluation of these experiences.

Standard VII - Facilities, Equipment and Materials

7.0 Identify, by curricular subdivisions, the number of volumes in the library which are related to this curriculum and those which have been added for each of the last three years.

7.1 Identify the number of periodicals received by the library which are related to this curriculum for the last three years.

7.2 Identify the amount spent for books and periodicals related to this curriculum during each of the last three years.

7.3 Identify the major strengths and weaknesses in the library holdings related to and in support of this curriculum and submit your suggestions for building on the strengths and eliminating the weaknesses.

7.4 Describe the process utilized by the staff in the evaluation, selection and purchase of library and media materials.

7.5 Identify the amount spent during each of the last three years for instructional media related to this curriculum.

7.6 Evaluate the center's collection of instructional materials related to the curriculum in terms of strengths and weaknesses.

7.7 Provide a statement on laboratories and equipment available to support this curriculum. Describe laboratories or identify equipment which need to be added, replaced, or updated in providing an acceptable program. If plans have been made to eliminate these deficiencies, identify tentative dates.

7.8 Provide a statement on classroom and office space available for the purpose of supporting this curriculum.

Standard VIII - Evaluation, Program-Review and Planning

8.1 Describe the plan for a systematic assessment of students and graduates. Present summary sheets showing the most recent data collected. Present data which show significant trends, over the past five years, if available.

8.2 Describe the procedure for continuous program review and indicate how the evaluation data relate to curriculum modification.

8.3 Discuss planning procedures and identify agencies and personnel involved by defining their respective roles in the program reconceptualization process.

8.4 Discuss the modifications anticipated in this curriculum over the next five year period, addressing such things as curriculum, facilities, staff, equipment, and field experiences, and present the rationale for these changes.

FACULTY DATA SHEET

Identification of Faculty Member: Example -

John Doe
Associate Professor of Education
Undergraduate Faculty
Appointed: July 1, 1971

1. Earned Degrees
   (List by institution, date granted, and major areas of concentration.)

2. Educational Experience
   (List by school or other agency and the inclusive dates of employment.

3. Loads
   (List by semester or quarter for the past year. Also show other assignments.)

4. Current Professional and Academic Association membership:

5. Current Non-Teaching Professional Assignments and Activities.

6. Publications (Last five years)

7. Research (Last five years)

INSTITUTION _____ DATE _____

COURSE TITLE AND NUMBER _____ HOURS OF CREDIT ____

PREREQUISITES (If courses, list number, title and credit)

BRIEF CATALOG DESCRIPTION:

OBJECTIVES (State in terms of expected outcomes. The objectives must evidence a relationship to the competencies set forth in the Standards, the course content, and the results to be obtained.)

(Use Additional Pages as Necessary)